

PERSONAL COLUMN

At this time of the year it's usual for my first-year students to complain that they're disappointed by their English course and by university life. Reality, of course, could never match up to sixth-form fantasies of soul-stirring tutorials and brilliant professors.

I recall my excitement as a Cambridge undergraduate the first time I was invited to sit at high table. I looked forward to fireworks of wit, scintillating repartee. In fact the meal moved from boredom to silence. The don next to me talked only of apple trees, a subject about which I knew nothing.

A friend of mine, who was present on the same occasion, claims that the only words spoken to him by the Master were: "Have some more soup." As the wine flowed, this offer was repeated throughout the meal, even when the pudding was being served.

Disillusion among first-year students is particularly acute in large city universities such as Manchester. Many homesick 18-year-olds find it difficult to adapt to our huge community and the pressures of urban life. A few years ago at a graduation ceremony a mother spoke to me about her daughter: "She's had a marvellous time, and I'm grateful to the English department. But I wanted to tell you she found the first term a great trial and nearly broke down."

The difficulties of first-year students are special, and for most third years everything has changed. Just before Finals a bright student cheered me up by explaining why Manchester is a superior university to Oxford or Cambridge.

"You may think it's sour grapes," he said, "because I failed to get a place at Oxford. But I've been visiting my friends for three years and really they've changed little. At Oxford it's still an adolescent society. In Manchester I live in an inner city flat, and cycle to lectures past the dole queue. I've played at night clubs in a pop group, and done community work. Here at Manchester we've all grown up, matured, and that's as valuable as the English course."

So I'm happy with the quality of my graduates, but I'm still worried about those first years. Our problems at Manchester occur elsewhere, for even in small universities arrangements for freshers are often



BRIAN COX

Varsity blues

'We must devise more imaginative courses to keep alive the early enthusiasm of the students.'

ill-adapted to their needs. Where possible teachers in sixth forms and higher education should interchange for brief periods. First-year university teaching would improve remarkably if some sixth-form teachers of high quality were involved, perhaps for one morning a week. And sixth-formers would benefit by occasional visits from lecturers and professors in higher education.

There are three areas where curricula reform is urgently needed. We must introduce more general courses, making it possible for first years to study both arts and sciences. We need high quality teaching in basic skills such as English composition. And we must devise more imaginative courses to keep alive the early enthusiasm of the students.

At the National Council for Educational Standards conference last month there was a consensus that sixth-form and first-year courses in higher education need broadening. In recent weeks I've asked many teachers for their views on this issue, and there seems general agreement. A broader course depends on a four-year degree and some re-arrangement of the Long Vacation.

Present regulations often put students in an absurd position. If by February in their first year they decide they've chosen the wrong honours specialism, they can only change by starting again in the autumn,

which means an extra year. Transfer systems are possible in some universities; they should be an absolute right.

All students would benefit from a course in English composition. The best first-year teaching I've ever done was at the University of California at Berkeley. I taught freshman English to 15 students, a course of three one-hour sessions per week for a semester of 3½ months. I was assisted by a postgraduate student whose duties were to mark some of the written work and to undertake a few teaching sessions under my direction. These English classes were compulsory for all students, including scientists. I could devise my own course, including exercises in both functional English and creative writing. We read and discussed together a small selection of recent fiction and poetry.

For the first seminar I'd prepared six major topics for discussion, for I'm used to sixth formers who remain obdurately silent in their first tutorial. As soon as I asked my first question the American students were off, arguing fiercely with each other, and an hour later we hadn't reached my second heading. I'm still not sure why Americans are so much less inhibited than British students in class discussion.

At Berkeley it was a rule that senior professors of English took freshman classes; it wasn't just hack work for juniors. In my

class, students whose English composition was weak progressed rapidly. Such sensible arrangements ought to be compulsory in polytechnics and universities.

Many freshers find that traditional academic subjects don't at first engage their deepest sympathies. They should be encouraged to write creatively, as I've argued before, and to participate in community projects and in dramatic and musical events.

All first years, for instance, ought to join together to produce a play, as actors, directors, stage managers, crew, musicians, designers. This would immediately create those personal contacts freshers so urgently need. It would also arouse enthusiasm for literature. At my school we had an annual Shakespeare production. The actor Patrick Wymark was just a year ahead of me in the sixth form. I vividly recall his Benedick in *Much Ado*. I can see now my teacher trying to bring out the full impact of the scene where Beatrice commands him: "Claudio." I learnt more from those rehearsals than from a hundred lectures.

But, as I was enthusiastic about a new deal for freshers, I find it's time to set off for the University. As Dean of my Faculty I must chair a committee on finance, and persuade heads of department to accept small reductions in part-time staff, all of which involve a lowering of the quality of their courses. This process is taking place in all universities, as we try to cope with cuts which will inevitably relegate British universities to the second division.

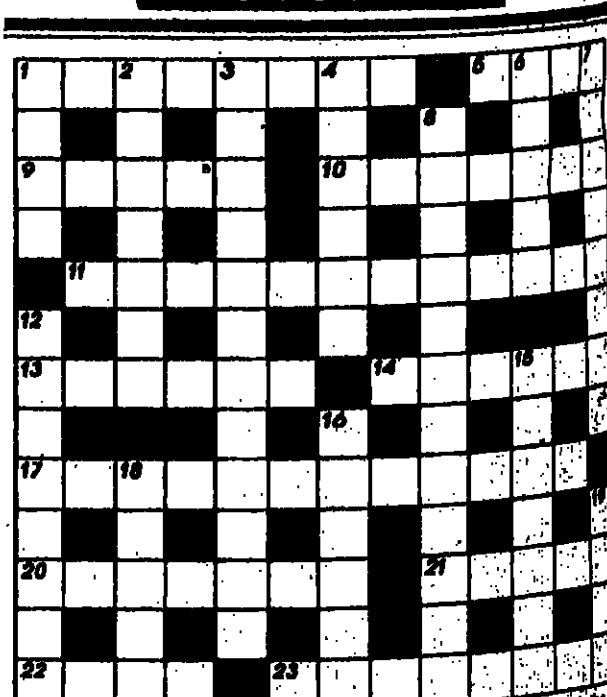
Please, Sir Keith, provide some new initiatives. Couldn't two or three universities be given incentives to develop liberal arts programmes of the sort I've described? For university teachers, as we await the UGC financial allocations, talk of new initiatives seems like pie in the sky.

NEXT WEEK

Ballot result
How the NAS/UWT voted on teachers' pay deal

Caribbean focus
Commonwealth Institute launches national programme
EXTRA: School visits

No 242 CROSSWORD by Rupert



Across

1. Beautiful blow (6)
2. Street work again? (4)
3. Portuguese province where mother and son (6)
4. Become aware of the truth about a (6)
5. Induced to become religious? (9,2,7)
6. No notice is required should you wish to do it (6)
7. Is and isn't one way to be emphatic (6)
8. With tear past, resume the ins and outs of daily living (7,5)
9. A breathing space (7)
10. Doesn't think the orchestra is (6)
11. The bee-knave's bonnet? (7)
12. Good, when the glass is going down (6)
13. On which of the views? (6)
14. Easy to make hard to believe (6)

Down

1. Superfluous oil-well (4)
2. Pawnbroker takes article that's dirty (7)
3. Authors of spirit? (6)
4. To score as a writer (6)
5. Twist in wet coils (6)
6. Introduce fan changes in newspapers (8)
7. It may result not only in the weather predicting (7,8)

PEOPLE...

Mr Dennis Hoppe, deputy head of St Joseph's RC primary school, Aldershot, to be head of St Francis RC first school, Woking, from April. Mr Colin Atkinson, head of Millfield School, will become principal of Millfield Schools from September. Mr Brian Gaskell, deputy head of the senior school, will succeed him as head and Mr George Marsh, assistant director of studies in the senior school, will be head of Millfield's junior school. Dr D Dykes has been appointed director of the National Museum of Wales. He was formerly secretary of the museum and acting director. Mr Bev Woodroffe, senior inspector for multi-ethnic education for IEA, to be chief education officer at the Commonwealth Institute from March.

Mr Keith Clarkson has been appointed youth and schools liaison officer for the Peak National Park. He was formerly education officer with Sheffield City Museums.

Mr Laura Lindsay-Clift, a project teacher with the Health Education Council in Berkshire, to be adviser for health education in Dorset from June.

Mr Ivor Widdison, principal administrative assistant to CLEA, to be chairman of the management committee of the National Youth Bureau.

CONFERENCES...

March 12-14

Speakers at the Commonwealth Institute conference on New

developments in technical and vocational education in the Caribbean and the UK includes Sir Keith Joseph, and Miss Bille A. Miller, Minister of Education and Culture, Barbados. Full programme details from Roslyn Fry, Commonwealth Institute, Kensington High Street, London W8. Fee £26.25 (Concessions available).

March 21
Electronic Publishing—a Brighton Polytechnic conference for administrators, trainers/educationalists on applications of electronic publishing in the large organization at the Getwick Hilton International Hotel. Details from the Short Courses Centre, Information Technology Conferences, 49 Darley Road, Eastbourne, East Sussex.

March 22
Child abuse—who cares?—National Association for Pastoral Care in Education, West Midlands region study conference at Frankley Community High School, Rubery, Birmingham. Speakers include Peter Maher, Paul Tudor and Philip Evans. Details from Beryl Sharkey, Sloke Park School, Dane Road, Coventry CV2 4JW.

March 22-24
Languages on the move—Joint Council of Language Associations with the Department of Language and Linguistics conference at UMIST, Manchester, including an exhibition of support agencies, books and resources for language learning. Details from Christine Wilding, JCLA, Marion, Rugby CV23 9RT.

COURSES...

March 22
Creative music workshop led by Gillian Wakeley at St Mary's Bluecoat primary school, Bridgnorth, from 10.30am to 4.30pm. It will include workshops for primary school teachers with little musical experience on rhythmic activities, singing and improvisation. Fee £10. Details from Mr J. Cornall, St Mary's Bluecoat School, The Grove, Bridgnorth, Shropshire.

April 1-4
Resourcing RE—Christian Education Movement conference at Leicester University for primary and secondary teachers will look at the use of trails, walls, and artefacts in religious education. Details from Christian Education Movement, 2 Chester House, Pages Lane, London N10 1PR.

April 4-8
Outdoor education for people with special education needs—a Physical Education Association and Sports Society course at Churchtown Farm Field studies centre, Llanvilly, Cornwall. Fee £50. Details from the Course Administration Office, PEA, 162 King's Cross Road, London W9 1XJ.

Residential Short Courses
The National Institute of Adult Continuing Education has published its 1986 list of more than

2,000 different courses, family activity holidays, summer schools, and study tours abroad. It costs £1 including postage and is available from NACE, 198 De Montfort Street, Leicester LE1 7GE.

EVENTS...

Until March 6
Sandwell Maths Fair at Churchbridge Teachers' Centre, Churchbridge, Oldbury, Warley, West Midlands. The main event is an exhibition illustrating the maths taught in Sandwell schools and there will also be seminars for teachers. Details from Pam Young or Dave Finney, Maths Support Team, Brandhall Junior School, Brennan Road, Oldbury, Sandwell B68 0SL.

February 22-23
Storytelling Book Space, the Royal Festival Hall, South Bank from 2-4pm. On February 25 at 7.30pm, Edward Blishen and Maureen Duffy will discuss their fictional Londoners with Nick Kimberley.

MS Discovery—Road Scheme
The first session in this year's Multiple Sclerosis Society sponsored reading project will take place during the Easter holidays. Children of all ages may participate through their schools and the session begins with a talk by a speaker from a local branch of the MS Society. Last year more than 470,000 was raised. Details from the MS Society, 25 Effie Road, London SW16 1EE.

Educational Supplement

WED FEBRUARY 28 1986 NUMBER 3636

FIRST PUBLISHED 1910 PRICE 86p

Strikes to go on despite vote for pay settlement

by James Melkie

Strikes and other sanctions will continue in schools despite a large majority vote by members of the National Association of Schoolmasters/Union of Women Teachers in favour of settling the 1985 pay dispute.

The National Union of Teachers promised both strikes and a withdrawal of goodwill in schools next week as leaders of other unions and local authority employers edged towards a settlement.

The NAS/UWT also forecast trouble in some areas despite the vote in favour of the Acas deal—which will bring a 4.9 per cent increase backdated April and another 1.6 per cent from March 31 this year.

The NAS/UWT ballot resulted in 6,099 teachers voting for the settlement—which has been rejected by the NUT.

There were 20,407 votes against acceptance, which had been recommended by the union executive. Ten thousand ballot papers arrived too late to be included. If they had been, the vote would have been 50,344 in favour and 33,771 against in a 70 per cent majority.

The NAS/UWT executive has withdrawn instructions for industrial action during selective strikes. But as the 1985 went to press management and union leaders were holding informal talks to determine what constituted a return to normal duties.

The NAS/UWT says there could be difficulties in some areas where industrial members do not restore goodwill because of actions by local authorities which could be seen as "provocative".

The NUT has refused to have anything to do with the Acas moves and this week was organizing lobbies of local authority officials in every English and Welsh L.A. to re-assert the union's commitment to restoring 1974 Houghton pay levels and refusing a "trade off" between pay and conditions of service.

The NUT said it would oppose any deal at the CLEA/xt meeting. Neither the union nor management is sure whether or not the NUT still has the majority on the teachers' side which it has lost at Burnham. Teachers on CLEA/xt meet on Tuesday.

Even if a deal can be reached by the end of next week, teachers will not receive the money until April. Under the Acas deal, the salary of a teacher at the bottom of Scale 1 would rise from £5,442 to £5,817 backdated to last April and to £5,904 from March 31. A teacher on the top of Scale 2 would have a pay increase of £554 to £9,853 backdated to April with a further rise to £10,012 at the end of March.

The heads of the country's largest comprehensive will see pay go up from £22,941 to £24,525 and £24,891 from March 31.

Heads action, page 7

THIS WEEK

COMBINE
DIARY
PRIMARY
SCHOOL TO WORK
OVERSEAS NEWS
NETS
BLACK
FEATURES
WORKS ARTS
PINKS COLUMN
CYCLES AND
CROSSWORD
CLASSIFIED

THE EDUCATION BILL

Parent power page 4
Summary, reactions pages 10, 11



Arresting outfit a member of STOPP, the anti-censoring pressure group, delivered a stylized protest this week at the Government's failure to obey a European Court ruling that parents are entitled to insist that their children should not be censored. The "gendarme" delivered the protest on Tuesday—the fourth anniversary of the ruling.

Thatcher ponders shake-up

by Biddy Passmore

A paper by Mrs Thatcher's departing policy adviser on education has prompted much of this week's press coverage of radical Tory plans for schools.

In his paper, Mr Oliver Letwin made a desperate plea to the Prime Minister to halt the slide in state education, especially in the inner cities.

He repeated his call for a pilot scheme of 12 new direct grant primary schools, possibly endorsed by City institutions, as a first step towards full privatization of the education service.

Mr Letwin was supported in his move by Mr Bob Dunn, schools minister, and Mr Stuart Sexton, political adviser at the Department of Education, although it is believed the latter seeks a more extensive pilot scheme also covering secondary schools.

The advisers urge more radical changes after the next election, including the introduction of an "access" scheme (indistinguishable from a voucher scheme), under which parents would be given a "credit" equal to the cost of educating their child and be free to take it to their chosen school.

If these radical ideas, which fall in line with those of the right-wing 92 Group of Conservative MPs, secure the approval of an increasingly cautious Cabinet—and a sceptical Education Secretary—a pilot scheme of direct grant schools could be introduced before the next election.

The plans have been attacked by the Opposition parties.

Mr Letwin, the prospective Tory candidate for Hackney North and Stoke Newington, is trying to secure business help to start up a school in the area to teach basic skills to local young people.

Mr Sexton has just succeeded in attracting a £20,000 City loan to help start up a technical primary school at Warrington Park, Surrey, which he hopes to open this autumn.

Jobs probe shows race bias

by Sarah Bayliss

A survey of 20,000 teachers has revealed that only 1 in 50 are from the ethnic minorities and 80 per cent of them are stuck on the lowest pay, Scales 1 and 2.

The survey, conducted by the Commission for Racial Equality (CRE), is the first of its kind to be carried out among British teachers and will be published in the summer.

It is understood that by comparison only 57 per cent of indigenous teachers are stuck on the worst pay.

The survey was conducted in eight, largely urban authorities with relatively high ethnic populations. Teachers filled in the forms themselves and

there was a good response rate of around 80 per cent.

Preliminary results from the survey were revealed to MPs in the Commons Select Committee on Education this week. Mr Peter Newsam, chairman of the CRE, told MPs there was virtually no information being gathered nationally about ethnic minority teachers and he feared that far too few were currently being trained.

A recent survey of teacher training students in the London region showed only two Bengali-speaking students, and they were on courses under threat of closure.

MPs were also told this week that an

act of worship, but not necessarily morning assembly for the whole school, should continue to be required by law.

Giving evidence to the Commons committee, representatives of the Board of Education of the General Synod of the Church of England, called for flexible laws on religious worship. But they stressed the law should allow a long way short of abolishing it.

The 1944 Education Act states that every school day should begin with a collective act of worship.

After Swann, page 6



Liverpool on the brink page 20



Caribbean focus Resources page 25



School visits EXTRA page 35-46

The mountains have laboured ...

The bulk of Sir Keith Joseph's 1986 Education Bill is concerned with the reform of school governing bodies—their composition and their powers vis-à-vis local education authorities. To this is added a set of miscellaneous provisions of which three stand out. One of these gives the Secretary of State the enabling power to insist that L.E.A.s should introduce a system for the regular appraisal of teachers. A second allows him to make specific grants for in-service training of teachers and other education staff. The third repeals Section 4 of the 1944 Education Act, thus abolishing the Central Advisory Councils for England Wales—bodies which have, in effect, been in abeyance since the Plowden Committee reported in 1967 followed by the Glitins Committee a year later.

Opinions will differ as to the importance of the sections on school governors. The Times leader writer wanted to believe this was going to be the most significant Education Bill since 1944 but never quite managed to convince himself. To more jaded eyes, the 1986 Bill looks a great deal less impressive. As Mrs Sofer argues on the back page of this issue, the sections which set out, painstakingly, to clarify the precise responsibilities of governing bodies, L.E.A.s and heads, for the curriculum fall a long way short of the definitive mark. Clearly, in considering a new legal prescription for the control of the curriculum, it is necessary to consider the extreme case: what happens if the governing body and the L.E.A. are at loggerheads? How are their differences to be resolved? What happens when racial politics boil over? What happens to the still more unfortunate schools and pupils? No doubt Parliament will want to look carefully at these clauses—16 to 22—and anticipate some of the difficulties which will otherwise lead to a welter of litigation and dispute from which the only beneficiaries will be the lawyers.

To increase the representation of parents on school governing bodies, and to reduce the power of the local authority politicians to pack such bodies with party hacks is, in itself, admirable. But to pretend that this is going to transform the whole scene by imposing sturdy parental common sense on the imagined lunacies of the professionals and politicians is just part of the now-pervasive self-

delusion of Sir Keith and his colleagues. It is just rubbish, like the notion that party hacks are available in large numbers to provide the politicians with governing body fodder.

Fortunately, the changes will seldom do much harm because these new governing bodies—set up to generate tension, creative or otherwise, with the teachers on one side and the local authority on the other—will have no staff except for the limited services of an overworked L.E.A. official acting as clerk. Under the Bill, the governors are given all sorts of tasks to perform from writing down curriculum aims to sending regular reports to the L.E.A. and such occasional reports to the Secretary of State as he may demand. But without any secretarial resources or advisory staff who will prepare these documents? The clerk? He will neither have the time nor yet the expertise to translate their wishes on to paper. The chairman or some other member with time to spare and access to a typewriter? Or as most likely (and most advantageously) the head, who, if he or she is any good, will, as usual, manipulate the whole process to what he/she sees as the benefit of the school? This is too sweeping. There will also be places where governors rescue a school from a bad head but these will be few and far between.

In this sense, both the hopes which Sir Keith has invested in the Bill and the fears raised by its obvious weaknesses, are almost certain to be exaggerated. It is a piece of window-dressing—a cheap way of diverting parliamentary attention from more serious educational matters. It is not all bad, but it is largely irrelevant and its achievements will bear absolutely no relation to the claims made on its behalf. It will generate a considerable amount of unnecessary and unproductive work, for governors, for heads and their staffs, for local authority administrators and elected representatives. The pretence is that, except for £10 millions-worth of training for governors, the Bill will not cost anything and can simply be taken in everybody's stride. This is based on the theory of the free lunch: but there is no free lunch and if extra work is required it will have to be paid for either with extra money and more staff or by diverting money and staff-time from existing tasks to those created by the Bill.

As for the odds and ends, the most important is the

clause giving effect to the Better Schools plans for DES-directed and paid-for in-service training. The main effect of this will be to give ambitious civil servants in the DES more job satisfaction. In-service training has been neglected till now for reasons which go straight back to the Rate Support Grant.

In-service training obviously ought to be a local function, related directly to local needs, but it has been proved over and over again that it loses out locally in the competition for funds. It is not just the party politicians who are to blame for this: the teachers' representatives, too, have not made this a high priority. So—it is now to be financed and controlled directly from the centre and L.E.A.s will have to jump through Sir Keith's hoops by making their bids for money. His priorities—set by his London-based administrators, with no experience of teaching, nor yet of local educational administration—will prevail and this power, once acquired, will be jealously guarded by his successors, irrespective of party.

The enabling power to require appraisal has been signalled for so long that no one can be expected to get very excited about it. It belongs to that category of laws which, if they can be enforced, are unnecessary, and if they cannot be enforced are irrelevant. To work, appraisal depends on the participation and co-operation of the teaching profession as a whole. Sir Keith knows this and he knows that a great deal must happen in and out of the Burnham Committee before that co-operation will be forthcoming. He seems to think a bit of declaratory enabling legislation will help him make that happen—a strange view, but then he is a strange Secretary of State.

The last epithet must be reserved for the Central Advisory Councils—with their pre-1944 forebears, the vehicles for educational policy-making from the beginning of the century till the Labour Government turned on them nearly 20 years ago. The corpus of their work is available on the library shelves for all to see. Its quality is a great deal better than any of Sir Keith's White Papers, but the C.A.C.s suffered from a flaw which is now regarded as fatal—they sought to promote consensus behind the best available practice and in so doing they reduced the political dividends for abrasive and opinionated politicians. Also they tended to listen to what the professionals had to say.

COMMENT

Back to normal?

The NAS/UWT vote backing the Acas agreement brings a 1985/86 teachers' pay settlement a step nearer but there remain some obstacles to overcome relating to the phrase in the Acas agreement which commits the union to an end to industrial action and a return to normal working.

There were nearly two "yes" votes for every "no" to the NAS/UWT leaders are entitled to regard this as substantial backing. Admittedly, the size of the poll was smaller than had been expected, but this seems to have been due to postal delays, not a large number of abstentions. It is worth noting that the opponents of the agreement had strong support from the National Union of Teachers which (notwithstanding specious denials) campaigned unsuccessfully to persuade NAS/UWT members to reject the deal.

As for the commitment to the resumption of normal working—the unions seem to be in great difficulty on this and have begun to wriggle in a highly undignified manner. (The NUT, of course, is not a party to the agreement, but can hardly expect to be allowed to take part in the talks if it is going ahead with the disruption promised by its latest vote.)

Wessex voices in the NAS/UWT and AEA are now trying to say that a return to full normal working does not mean a return to the normal way of doing things. Normal, they say,

has changed to mean something much more restricted.

Ducking out of the obligations entered into in the Acas agreement so soon—before the talks have got under way—cannot be passed over lightly. It could be thought, however, to be to their credit, that the unions are letting the world know they will not or cannot keep their undertaking in advance of the Burnham meeting when the agreement will have to be formally ratified. It is hard to see how the local authorities (and behind them, the rate-paying public) can be expected to go through with their side of the deal if the teachers are giving notice in advance that they intend to renege.

A great deal will depend on the local situation and there may well be variations from area to area and school to school. It is a measure of the damage which has already been done that "normal" will now be even more than usual a matter for negotiation between heads and their staffs, case by case, not something which can be confidently relied on between professionals.

Vouchers ride again

All week the newspapers have been full of radical schemes for education. Sources extremely close to the Prime Minister have revealed, variously, that Mrs Thatcher wants to set up new direct grant schools in the inner city, that she wants to introduce vouchers (now termed "choice" systems) and



that there is growing support for a scheme to give more money and freedom to successful schools to expand to meet popular demand.

There have also been numerous accounts of the activities of a group of right-wing back-benchers called the 92 Group—so-called, reassuringly, not because it has 92 members but after the address of one of its founders, Sir Patrick Wall MP. They want a new radical push before the next election, with education at its heart. They have been gunning recently for a wet Whip. Mr. Tristan Garel-Jones, Mr. Garel-Jones' most heinous crime appears to have been to sponsor his friend Christopher Patten for promotion.

It is no coincidence that these stories should blossom now. They are the sign of a fresh rightist education

policy-making, but of a Party seized with post-Westland panic which feels it is running out of time—and votes.

The Prime Minister herself, whose recent loss of flair has contributed in no small part to the MPs' dismay, feels hemmed in on every side, her radical instincts forced to give way to political reality. Egged on by zealous advisers at Number 10, she goes once again for education—if only with the aim of inserting a radical pledge into the next manifesto.

Thus will begin yet another of those dreary sequences that have become all too familiar of late. The Prime Minister expresses enthusiasm for some radical nostrum; officials and advisers work out the details and point out the practical problems; there is a long inter-departmental struggle, much reported in the newspapers, during which the morale of those in the system sinks even lower; and then Mrs Thatcher, always the most cautious when it comes to the point, draws back.

To embark on this charade now for the sake of back-benchers' morale, at a time when state schools are in turmoil for lack of money and support, is particularly irresponsible.

...no comment

"Please don't think I am against project work—quite the reverse—but home resources, unwarmed, are more than stretched when confronted with the construction of a Saxton hut."

Those fortunate enough to find places in higher education will find it increasingly difficult to support themselves. The White Paper on the reform of Social Security proposed the complete "disincentive" of abolishing supplementary unemployment benefits.

Many people would argue, as a matter of principle, that it is grossly unfair to single out students from among other low income groups for this treatment. Indeed, a government that genuinely cared about higher education would solve its "administrative" problem quite simply by ensuring that all students receive an adequate allowance.

In fact, the Government's proposals will produce an enormous cut in income for thousands of students and reduce them to reliance on a grant worth less each year, the vagaries of parental support, and, for those who can compete with over three million unemployed, vacation earnings. The Government has tried to reassure back-benchers, for whom student grants have become a dangerous electoral territory, by telling them that students will be compensated for the loss of a general grant by a means-tested, £36 per annum, £2 per cent grant increase in 1986-87 is 3.5 per cent below the current rate of inflation, the value of the grant is further eroded, in the "worth 20 per cent less than in the

If potential students are aware of the effects of Government proposals to think that a university education is any kind of higher education in their reach, either intellectually or financially, they will turn away and their talents may be lost.

Paul C.

Paul C. is a teacher at a Plymouth comprehensive.

Second opinion

Obstacles that narrow the field

Teachers, parents and pupils are aware that the obstacles in the way of entry to higher education are becoming more difficult to negotiate. In such circumstances, those who begin the race in 1944 behind the starting line—girls, working-class children, children from minorities, children with special educational needs—find their disadvantages compounded. The winners in the race for university places will be smaller, more socially, economically and intellectually homogeneous group.

Take, for example, two of the major obstacles to access to higher education—the lack of places and the lack of student financial support. Both have been manipulated cynically by the Government to depress demand. Daily, both present obstacles to entry to university are increased. The reduction in university admissions followed the 1981 cuts had to be set against a long-established trend of annually increasing applications from school-leavers. The result of this entry requirements, to such an extent that thousands of youngsters whose level results would have got them into university a few years ago no longer stand a chance.

Inevitably, the message has been get through: applications to UCAS in 1986 have fallen by 4 per cent compared with 1985. In short, we have well and truly turned the page. Robbins expansion around, and there are now many reports of able students being counselled against applying to university entrance.

Such pessimism may be realistic. It has disturbing political as well as human consequences. A continuing decline in applications will be taken by the Government as a confirmation of the accuracy of its "objective" forecast of a drop in demand more or less inevitable in the 18-year-old population and as a justification for more cuts.

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In brief

Vote rejects worship law

Wiltshire County Council has refused to endorse the provision in the 1944 Act that every school day should start with an act of worship—but has reminded heads of their obligations under the legislation.

The motion proposed this week by Mr Fred Naylor, former head of the school council officer, was defeated by 15-9. Earlier Mr Naylor suggested that anyone voting against the motion might be guilty of contempt of statute, a doctrine the Law Commission described in 1976 as obsolete but not dead.

Dons action threat

University authorities and lecturers, concerned about the state of academic pay, have told the Government they followed the 1981 cuts had to be set against a long-established trend of annually increasing applications from school-leavers. The result of this entry requirements, to such an extent that thousands of youngsters whose level results would have got them into university a few years ago no longer stand a chance.

Tory shake-up

The Conservatives have lost control of Hampshire County Council, after a by-election victory by the Alliance last week and the death of a Conservative councillor. The shift in the balance of power could topple Mr Philip Merrile, chairman of the education committee and former leader of the council's Labour group, when the committee chairs are reallocated in May.

Training blow

The threat to end teacher training at Catterick College, Wrexham, was looming larger this week. Last night the Welsh Advisory Board was expected to concede that at least one college should lose its initial teacher training intake.

Closure looms

The De La Salle College of Higher Education, revived last year by Sir Keith Joseph, now seems certain to close after the failure of merger talks with the Liverpool Institute of Higher Education.

Co-ed defeat

Schemes to abolish single-sex education altogether or replace the boys-only Oxford School and girls-only Millfield with a co-ed school, both defeated after months of debate about the future of the city's six 13-18 schools.

Free speech stand

University vice-chancellors have again stood up for free speech and academic freedom in a letter to the House of Lords, saying they may need to defend their position on university governance, because of the difficulty of maintaining public order.

NEWS



Alan Moss with an exhibition of his students' work which closes on the day he is due to leave

'Catastrophic' drop in HE science applications feared

by Hilary Wilce

The number of young people wanting to study maths and science at university is dropping steeply, and unless there is massive investment in school science this trend could soon become "catastrophic", a university admissions officer warned this week.

Professor Martin Davies, professor of social work and admissions officer at the University of East Anglia, said that if it were generally realized how sharp the trend was there would be a widespread outcry.

According to his analysis of applications received by the Universities Central Council on Admissions by last December, maths are 16 per cent down on last year; electronic engineering 15 per cent; pharmacy 14 per cent; and biology 13 per cent.

Professor Davies pointed out that the reductions follow in the wake of

Engineering dons put in a word for good English

Six leading engineering professors have urged schools to resume more rigorous teaching of English grammar.

Writing in *The Times* on Tuesday, they deplored "the near-collapse in our schools' teaching of the syntax of English". Present-day school-leavers lack the necessary linguistic ability to make precise scientific statements or argue for complicated proposals.

Creative writing might help the occasional genius, but "the rest of us must service the civilization we have and earn its daily bread, and in engineering the task requires clear thinking and precise communication". The professors added that "there exists a rugged detailed structure of the language that enjoys general assent; it is crucial to the transfer of intricate information and it is the birthright of every Briton willing to master it."

ILEA sets legal budget

The Inner London Education Authority, which recently said it would not be able to set a legal budget for 1986-87, this week compiled with the law and announced spending plans within Government guidelines.

But the viability of the package could depend on the outcome of the High Court case over the Greater London Council's plan to donate £40 million to the ILEA when it is abolished on March 31.

Campaign to save axed arts lecturer

by Jane Last

Students have written letters to their education authority, college principal, local newspaper and MPs to try to save an arts lecturer from being made redundant.

Mr Alan Moss is due to leave Sutton College of Liberal Arts after 20 years in adult education, the last 12 of which have been spent as fine arts lecturer at the college.

His principal claims there is not enough work to keep him on as an associate lecturer—but Mr Moss says his timetable is full. He says two of his courses are oversubscribed with between 36-40 students and he has never had to close a course through lack of numbers.

Some of his pupils are sitting a level art this summer but he will be leaving at Easter.

Mr Mike Miller, another art lecturer, is also to go in the first compulsory redundancies in Sutton's teaching service.

Mr Moss fails to see why the redundancies are necessary. "I've never got to the bottom of it. No solid grounds have been given for dismissing me," he said.

The local branch of NATFHE is planning to ballot members to support a half-day strike and demonstration at the education offices. They will also appeal for support in the region for their union and the NUT.

They claim that the authority are axing the two associate lecturers and will offer the men their jobs back as part-timers. "They want to casualize the profession because it's cheaper," said Mr Mike Ryan, of the Sutton branch of NATFHE.

Mr Stanley Pelter, the college's principal, denied that the redundancies are part of a money-saving exercise. "There is just not enough work to fill their timetables," he said.

Mr Charles Melville, Sutton's director of education, said: "We have had no approaches from the union on the matter since last summer. We considered the matter dealt with many months ago."

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Although the new Education Bill proposes a significant strengthening of parental representation on governing bodies, it backs away from the radical proposal in the preceding Green Paper, *Parental Influence at School* (1984), to put parent governors in the overall majority.

With hindsight, it is tempting to ask whether the Green Paper was an example of ministerial overkill, designed to condition teachers to less radical proposals later. Yet, the Conservatives are naturally sympathetic to a "consumer" model of accountability in education, and the attempt to increase their influence on governing bodies has to be assessed in that light.

Under the consumer model, parents must be seen to be genuine partners with teachers if there are to be properly accountable relationships at both collective and individual levels. However, parent governors are not new — many authorities have had them for years and the 1980 Education Act formalized the right of parents to be represented on governing bodies — and there is now sufficient evidence to attempt an evaluation of their effectiveness. Does this evidence suggest that parent governors represent real citizen power or just tokenism?

Brunei research findings

A research team from the Department of Government, Brunel University, carried out a three-year research project (1980-83) into the workings of school governing bodies. They discovered that links between parent governors in the individual and collective sense were weak.

The mode of representation forced on most parent governors was "descriptive" (that is, embodying the characteristics of the represented) rather than "authoritative" (carrying authority to act on behalf of the represented). Significantly, many parent governors did not even feel "descriptive" of the wider parent body — for example, white, articulate, middle-class governors representing a predominantly working-class, or black, parent body.

This undermined parent governors' authority even though they enjoyed, in theory, the legitimization conferred by democratic election. However, the researchers found that at more often than not, parent governors were elected on a minority vote or that an election had not taken place because only one candidate had stood.

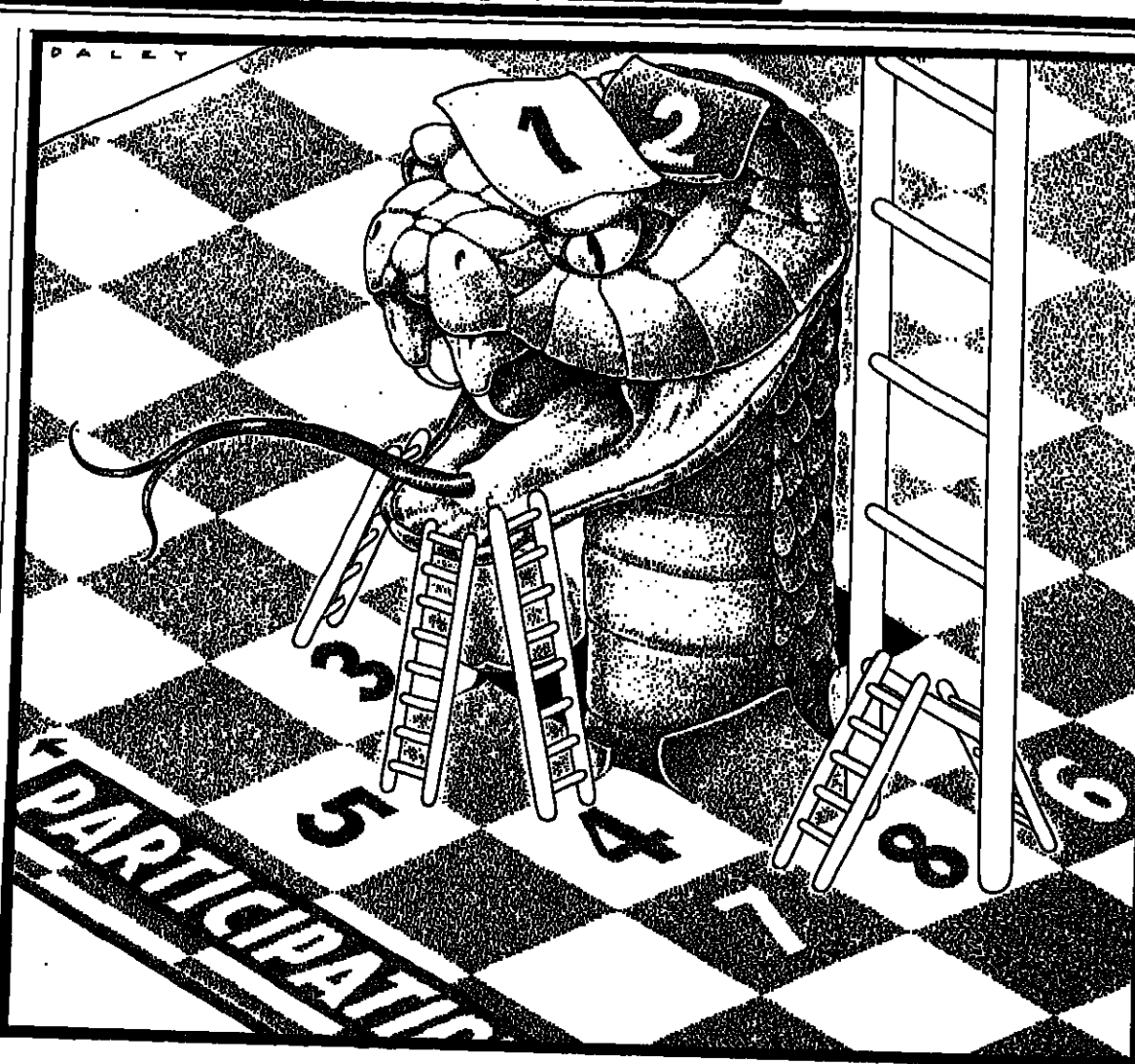
The researchers found that where a parent teacher association existed, some parent governors were able to strengthen their representative function by using the PTA as a forum to collect views and report back on governing body activities. Unfortunately, the more common model was for the PTA to have no links with the parent governors and to limit its activities to fund raising.

Thus, for a variety of reasons, the professionals could argue, when it suited them, that parent governors were not legitimate representatives of parent opinion. Overall, the Brunel research team concluded that parent governors, as part of the "ladder" were very much the junior partners in any relationship with the professionals.

The Honeyford affair

The Brunel research showed how the professionals could exercise control over a largely quiescent body. On the rare occasions when a controversial issue emerges and relationships between professionals and lay delegates degenerate into a period of conflict or "turbulence", the professionals may have to resort to the deployment of naked power. An illustration of this phenomenon was provided by the Honeyford affair.

The Honeyford affair has been extensively covered in *The Times Educational Supplement*. Events centred on a campaign by a group of largely Asian parents (supported by the local author-



Snakes and ladders to parental control

Steve Collins argues that the Education Bill will only give more power and influence to parent governors if its effect is to move them safely off the tokenism rungs of the participation ladder, and into the citizen power zone

ity) to force the resignation of Ray Honeyford, head of a Bradford middle school, because of his allegedly "racist" views.

The affair seemed to be resolved in the parents' favour when Mr Honeyford reluctantly accepted early retirement. Yet, the parent governors were seen to be powerless in this affair.

At the "crunch" governors' meeting to decide Mr Honeyford's future, the votes of the three parent governors (solidly anti-Honeyford) were cancelled out by the votes of the teacher governors (solidly pro-Honeyford) and Mr Honeyford was able to use his own, casting, vote to elect additional "community" governors sympathetic to him.

Thus, despite the clearest expression of no confidence in their head-teacher by the parents' representatives, he was able to impose his will on them (in light of the Brunel findings, perhaps it was to be expected that the teachers' governors would fall in behind their head and present a united professional front to the lay).

In the final analysis, Mr Honeyford's resignation can be attributed to the direct action, taken by some parents, which made the day-to-day running of the school impossible and not to the democratic processes of the governing board.

The Hampshire experience

An anecdote about recent developments in school governing bodies in Hampshire serves to illustrate how local politicians can also dictate the result of a power struggle over governing bodies.

Following a massive victory at the polls in 1981, the ruling Conservative Party followed its customary practice of packing governing bodies with its own political appointees. In addition, to block any representation of opposition parties on governing bodies, the Tories appointed a large number of "neutral" governors — people without any known political affiliation.

However, in the subsequent 1985 elections, the situation changed dramatically. The Conservative majority was destroyed and the new political situation was a three-way power split between Conservatives, Labour, and Alliance.

Consequently, all three parties took up their right to make their own political appointments to the governing bodies at the expense of the neutral governors. Many conscientious and effective governors, including parents and even some chairmen, found themselves suddenly swept out of office. The end result of this process in one Southampton school was the dropping of the chairman of the school's PTA (he was also the parent of a child at the school) and his replacement by a political appointee.

As the Brunel research indicated, the absence of any formal link between the PTA and the parent governors seriously undermined the influence of the latter. In this particular case, therefore, the cause of consumerism had received a major setback.

Advisory Centre for Education (ACE)

Disturbing evidence of a lack of local authority commitment to the process of electing parent governors is provided by a survey carried out in April 1985 by ACE. This concluded that many local authorities had devised

procedures for electing parent governors that seemed likely to discourage parent participation. It is worth quoting here some of ACE's detailed findings, as they were reported in *The TES*.

Only half of the 67 authorities who sent ACE their guidelines on the elections said they informed parents of the role of school governors. Only two, Brent and Dudley, specifically encouraged hustings. Only 28 advised schools to write to parents informing them of the result.

Most of the 1,000 which replied (45) used "postal ballots" (invariably pupil post); 12 held election meetings, only three held a combination of meetings and postal ballots. One organized a polling station and six left it to the head and governors to decide.

ACE judged that a major failing of those using postal ballots was the lack of encouragement for a statement by the candidates. Even where a statement was encouraged, i.e.s often allowed candidates very little space (30 words in the case of Essex) and most attempted to limit statements to biographical details.

The overall impression given by the ACE findings is of local authorities "going through the motions" of parent governor elections rather than interpreting the spirit of the "consumer" model. It is difficult to know whether to pin the blame for this bureaucratic indifference on to the elected members or to their officers. Until last week's Bill, the Department of Education and Science had failed to give any specific advice on the proper conduct of parent governor elections.

The "Ladder of Participation"

An American planner, Shelly Arnstein, has devised a model of citizen participation in planning decisions. She sets out a ladder, from less to more participation, with the following steps: 1. manipulation; 2. therapy (both depress of "non-participation"); 3. informing; 4. consultation; 5. placation; 6. tokenism; 7. citizen power.

On the other hand, even in extreme cases like the Honeyford affair, the parent governors are able to exert an influence on the governing body — clearly, parent governors do not enjoy "citizen power".

All of this evidence rules out classification of parent governors as equal partners with the professionals and local authorities in the running of schools — clearly, parent governors do not enjoy "citizen power".

On the other hand, even in extreme cases like the Honeyford affair, the parent governors are able to exert an influence on the governing body — clearly, parent governors do not enjoy "citizen power".

It is difficult to avoid the conclusion that parent governors, as they presently operate, represent "tokenism". The key question now is — will the new government legislation help parents climb the ladder of participation?

Climbing the ladder
A seven-point plan for increasing the influence of the consumer on the governing body is set out in the following paragraphs, and provides a useful guide of the measures required to bring about attitudes on behalf of headteachers, local authorities, or the Department of Education and Science.

1 Increase parent governor representation on governing bodies.
Proposals whereby no one (parents, councillors, teachers, or community representatives) will be the majority on governing bodies will not dramatically further the cause of consumerism.

2 Hold regular meetings of parents to establish clear communication between parents and the governing body.

3 The DES should offer firm guidelines to local authorities and headteachers on the proper conduct of parent governor elections.

4 As a minimum, these guidelines should include: evening meetings held before elections; parents the chance to meet the election addresses produced by candidates of up to one sheet of A4 paper; and voting by secret ballot with voting papers posted to parents. These measures would boost parent governor electoral legitimacy and counter arguments that they are unrepresentative.

5 Headteachers should extend invitations to ordinary parents to attend governors' meetings as observers. At present this is the exception rather than the rule.

6 Parent governors should try to consult parents after the publication of agendas, but before governors' meetings take place. The school could offer secretarial assistance to send questionnaires to parents on key issues.

7 The local authority should organize exclusive training courses for existing and potential parent governors. At present arrangements for the training of all governors, not just parents, are inadequate. In addition, the local authority should encourage parent governors from different schools to meet together from time to time to share experience and problems.

8 Parent governors should not be discouraged from filling a governing role between parents and the teacher.

This would not only strengthen the representative function of the parent governor, but the characteristics of parent governors as articulate, middle class would be seen to advantage rather than a weakness. Reluctant or inarticulate parents would welcome the services of such a person to argue their case with the head teacher.

Steve Collins is a postgraduate student at Brunel University and a member of the Institute of Education. The views expressed in this article are those of the author and not necessarily those of the Education Department.

Susan Ellicott looks at how a project started four years ago by Help The Aged has been of mutual benefit for children and the elderly — and at the same time has developed classroom studies

When pupils meet pensioners

which have been neglected or forgotten. The studies are formulated to give pupils educational material, with a bonus for both young and old of an insight into the lives and needs of each other.

Mrs Laura Gamble, of Help The Aged education department, explained the aims of Side by Side: "We want to encourage schools in the same areas to work together — and to keep in touch. Although we used to run the scheme as an award, we have plans to extend the project into more schools, without the pressure of deadlines for handing in material. The results of the study, providing children with historical and environmental study."

"All the barriers between the young and the old have been broken down and there is a genuine understanding of each other's problems and needs," she said.

Dunston Riverside School in Gateshead, Newcastle, won the award in 1982, and has since continued in its enthusiastic support of Side by Side. Mrs Gamble described its work as characteristic of Side by Side's hopes.

"To an outsider the area, which is across the river from Newcastle, would appear almost derelict, an industrial wasteland. But the support they have built up has created a natural relationship between the community and the school," she said.

Last year, Mr Joe Vickers, head-teacher, put together an old-time music hall show enlisting the help of local senior citizens and Dunston pupils.

"It was such a success that we had to book the hall for an extra performance," he said. "We have proved to everyone that our pensioners are not just old people — they are young at heart."

"The children have learnt that the older generation has so much to offer them in the way of practical skills: crafts which have become lost arts to our people, such as traditional crocheting and cooking and singing."

"Our music hall was an ambitious project, but it worked to bring together local personalities and local Tyneside history. Many songs are vanishing from the local repertoire, and the production gave our own senior citizens the chance to show themselves as being people of skills."

Teachers see the changes brought about by Side by Side as useful curriculum developments.

Mr Vickers said, "We have seen a big step forward. Youngsters have been helped by the old people with their reading — even writing letters to invite pensioners to the music hall has been an educational exercise."

She works with groups of about 12 pensioners for two-hour sessions in the afternoons. The project started as small cooking classes and has since

expanded to oral history.

"It is only through spending time with old people that the pupils really begin to feel positive about them. And the same thing works the other way around as well. It is one of the few opportunities to see both ends of the age range blossoming," she said.

Other schools in the project have extended their work beyond their own pupils. One junior school in Cambridge made a three-dimensional wall hanging as a learning aid for a local special school. And Slathees county primary school, in Salthurn, Cleveland, learnt the traditional art of hookey rug making from a retired kitchen assistant of the school, and produced a mat depicting the old building, which now hangs in the entrance hall of the new school.

One grandfather, who is confined to a wheelchair, spent a morning with pupils telling them about the ancient craft of jet polishing. Each pupil came away with a piece of jet and rubbings of ornaments.

Both Mr Vickers and Ms Dent stressed that industrial action had not affected the projects, as all activities take place after lunch breaks and before school ends.

Mrs Gamble said that the main problem was "contacting teachers at a time when they most needed to be motivated by new ideas".

Details of Side by Side can be obtained from: Help The Aged education department, PO Box 460, St James's Walk, London, EC1R 0BE.



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(i.e. prolonged/interj. — used as a visual representation of sleep or snoring exp. in cartoons (imit. of snoring))

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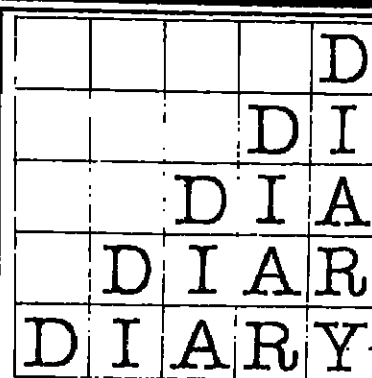
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(173)

NEWS



Old antagonists

Two victims from opposing sides of Bradford's multicultural dispute were united again in a news story last week.

When Peter Gilmour was the 28-year-old chairman of the city's education committee and energetically showing through a controversial multicultural education programme for every school, one of his severest critics was a middle school head called Ray Honeyford. They've always reckoned in Bradford that promoting such a progressive policy lost Gilmour his seat. Opposing it certainly lost Honeyford his.

Gilmour left Bradford last year. So did Honeyford, as everybody knew. Last week Bristol Polytechnic was in the national news when it refused a platform to an invited speaker. His name was Ray Honeyford. Fielding phone calls from the nation's media and handling his first big story was the poly's newly-appointed press officer - Peter Gilmour.

He does seem to be following me about," Gilmour conceded philosophically.

Champion bore

If you sometimes feel you have lost the attention of your class, take heart. You are probably nothing like as boring as Dr Frank Oliver, a statistics lecturer at Exeter University, who has been voted the most boring lecturer of the year. Participants in this competition, staged during the university's rag week, have to hold forth for five minutes on a particularly dreary subject - Dr Oliver's was "The Correlation Coefficient" - and then register a strong score on the audience's smileometer as well as gaining high marks for style and content.

Do the students choose really boring lecturers or good sports to take part? "Actually they are quite boring," confided a student spokesperson, "but it's basically lecturers who get on quite well with students."

Wackford's team

News has reached The TES of the full glory of the ministerial team proposed by the 82 Group of right-wing backbench MPs for the Department of Education and Science when (and if) Sir Keith Joseph steps down. It is Dr Rhodes Boyson for Secretary of State, Bob Dunn for Minister of State and Jim Tawney (currently chairman of the Tory back-bench education committee) for Parliamentary Secretary. Wackford Square, Son of Whacko and Baby Whacko, as they were christened by an unkid wag this week.

Good-looker

Any parents still hesitating over whether to forsake the hairy-burly of the state sector for the deep, deep calm of the private school? They will surely have their minds made up by the look and feel of the new edition of Which School?, the guide to independent schools published by the Truman and Knightley Educational Trust.

"Our distinctive black and white cover has been professionally re-designed to make it more eye-catching," says the publicity blurb. And that's not all. There is a new lay-out, new pictures, (Acronym recommending the darts in school teachers' cut-pieces 303), and a new "trash-talk" paper, which is pleasant to handle and to look at. With every sense ravished, how could any parent resist?

Acronym

A controversial inquiry into last autumn's Handsworth riots has blamed racially prejudiced teachers for failing black children. Howard Sharron reports

Roots of race riots traced to the classroom

Black children in Birmingham, faced with racist teachers and schools, are turning to riots to express their frustrations, according to the controversial findings of an inquiry into the Handsworth riots.

A report, *The Different Reality*, carried out by the Labour-controlled West Midlands County Council, strongly attacks the policies of neighbouring Labour-controlled Birmingham L.E.A.

It says black and Asian children are constantly being harassed by white children in schools yet this is often ignored and unchecked by teachers and heads.

Teachers assume black children are good at athletics and singing, but hopeless at academic work. Expectations for black children are lowered and they are over-represented in special schools and suspension units.

Yet, instead of tackling these issues, Birmingham L.E.A. has done little more than set up a Multi-Cultural Development Unit which concentrates on single sex secondary schools, parental involvement in teaching and mother tongue teaching.

"No mention is made of racism in Handsworth schools - of how schools encourage low expectations, and how they fail children even in terms of getting basic skills or a few O levels. One school in Handsworth has never produced one black child with five O levels," the report says.

One unnamed black professional who appeared before the review panel

compiling the report, said: "This school is 90 per cent black, predominantly Asian. The school has failed Afro-Caribbeans and now is failing Asians. We are turning out children who do not have the basic training to go on to further training."

The report points out that a higher proportion of Afro-Caribbean and Asian children stay on at school or go to college after 16. But this is because they can't compete with whites in the jobs market.

In Handsworth in 1984 a survey of fifth-form leavers found that 18.1 per cent of white youths found jobs but only 4.9 per cent of Afro-Caribbeans. Only 3 per cent of youths on employer-led YTS schemes, which are most likely to lead to real jobs, were black.

Allegations of racism in the Birmingham college of further education YTS scheme, which includes colleges in the Handsworth area, actually led to an investigation by the Commission for Racial Equality, says the report.

But why did the CRE allow the city to carry out its own investigation? It asks: "Did they really expect Birmingham City Council to come out openly and admit that racial discrimination has taken place and that it still prevails?"

Recruitment of black teachers and their promotion to senior positions is very unsatisfactory, says the report. One of 570 teachers employed under Section 11 grants - created to supposedly meet the needs of ethnic



Black youngsters turning to rioting to express their frustration

children - only 32 were black.

There were now three black head-teachers in Handsworth and one deputy head - but this was far from adequate. Black teachers' promotion prospects remain poor and they were constantly told that they did not have enough educational qualifications and management experience for senior positions, suggests the report.

An education department spokesman criticized the report for its lack of specific allegations. "The authority has a multi-cultural education policy which sets its face against racism. Whether some teachers are not living up to the policy is very difficult to say. But unless there are some specific complaints we must refute general allegations of racism."

The department had made great strides in promoting and appointing black teachers when they had appropriate qualifications, he said. The problem was that there were so few black teachers being trained.

On the complaints that teachers had low expectations of black children, he added: "There is much more awareness now among teachers of the need

to stretch our children more. It is a common theme of HMI reports that we don't generally stretch children enough - and not just black children."

But a black headteacher in Handsworth insists that many white teachers do hold racist views about black children. Ma Maria Foster-Brown, head of Watville Road Infants, said: "There is a massive problem and it is not with the children. It is with racist preconceived assumptions and expectations of staff. There are teachers who expect less in terms of discipline and intellectual development for black children than they do from white."

There are some very committed teachers in Birmingham schools but many teachers expect too little from poor white inner city children, even less from black children."

She added: "There are very few black teachers and when they take on senior positions they become open to racist attacks, as I have been. I have from experience that some teachers find it psychologically impossible to understand how blacks can become senior teachers, or even teachers at all."

Geraldine Hackett and Valentine Low report on two groups which have been assessing the value to them of the Swann Report on the education of ethnic minorities

Gypsies still missing out, says Plowden

Children of gypsies and travellers receive the least deal of any group from the educational system, a conference at London University's Institute of Education was told at the weekend.

Lady Plowden, president of ACERT (the Advisory Committee for the Education of Romany and other Travellers), said there had been little progress in the education of itinerant youngsters.

She reminded the audience that the Plowden Report 18 years ago had called them "probably the most severely deprived" children in the country.

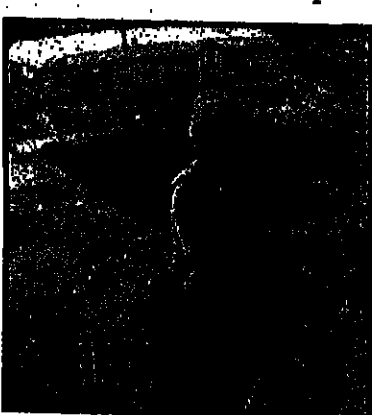
Despite those strong words it had taken the Swann Report to point out that the position had hardly changed, she said.

The report recognized that travellers were an ethnic minority deprived of the educational opportunities that were the right of every child in the country, and that they faced universal hostility and hatred.

Attack on Swann 'racism'

Specialists in gypsy education have accused the Swann Report of indirect racism for its support of IQ tests in making inter-ethnic comparisons.

The Advisory Committee for the Education of Romany and other Travellers and the National Gypsy Education Council, in a draft response



Travelling children: little schooling

Mr John Evans, a member of the Swann Committee and director of education for Derbyshire County Council, described three approaches to the education of travellers' children. One was the "open door" policy which involved no special provision. Another provided special support - such as mobile classrooms on site - a "better than nothing" policy.

The most favoured option, however, was to provide special support within normal schools as part of the school's curriculum and social organization. This needed extra teachers and improved home school liaison and welfare support.

The document, also attacked proposals for "cultural change" within the British cultural mainstream.

The two organizations, while welcoming Swann's attempts to highlight the educational neglect of itinerant children, add that only "life service" is said to the travellers' culture.

Tamils doubt value of research cash

The large sums spent on research projects that do little to benefit the language needs of ethnic children came under fire at a London conference organized by Tamil schools.

Mr Salfar Alladina, research fellow at the London Institute of Education, said that in recent years more than £3 million had been spent on 14 projects to study different aspects of education in regard to minority groups.

The projects had produced little of value, while the ethnic groups from South East Asia had used their own resources to maintain their languages and culture.

The Tamil schools provide mother tongue teaching on Saturdays, and in some cases, after school. Mr Alladina said: "Our teachers have to work voluntarily and our schools are held either in the twilight hours or on Saturday mornings."

"Money could be spent on developing material and making use of the experience that exists to develop bilingual teaching. At our Saturday classes our books are less inviting and children will get the feeling that the language is not worth keeping."

Attempts to marginalize language of ethnic minority groups could be detected in the way such languages are spoken of, he said.

Urdu and other South-East Asian languages had a long history in British academic institutions. Urdu had been a requirement for anyone wanting to

join the Indian Civil Service. "Such languages were learnt to serve the needs of the Empire," he said.

"The same languages are now spoken of as community languages or England's new other languages."

Schools had sought to separate South East Asian children from West Indian children. While the language needs of West Indian children had been ignored, language needs of South East Asian children had been emphasized. In the past, parents had been advised to speak only English to their children.

"But we have continued the same name of our language in the face of opposition and without money or facilities. We have done it in our own name because of our love of the language and its culture," he said.

Recent research points to the fact that it is not the language in which the parent talks to a child that is important, but the quality of that exchange, he said.

Mrs Ann Dummert, who resigned from the Swann Committee, looked at the under achievement of schools of ethnic minority children. She told the conference that Swann had been used to press claims for better mother language teaching. The report did refer to making available resources to community groups so that they could maintain their language and culture, but this was not done.

James Meikle reports on two issues raised during the pay dispute which are likely to remain after any settlement to the 1985 claim: a lunchtime supervision deal and a single union for teachers

Unhappy heads threaten lunchtime closures

Headteachers have given an important boost to their union's campaign for a national lunchtime supervision deal by voting to close schools at midday.

The National Association of Head Teachers wants immediate talks on an agreement covering all 104 L.E.A.s in England and Wales - otherwise it will take action within the next month.

The scale of the protest at "grossly inadequate" arrangements being considered by the Government and L.E.A.s was still to be announced by the NAHT, which has never taken national action of this kind before.

Ballot results on possible action showed a 60.21 per cent vote in favour of closing schools for one day. The authorities for more extensive action were slim, with 50.57 per cent of heads saying they favoured closing schools at lunchtime on one day a week and 50.48 per cent voting for one whole week of midday closures.

Other longer-term closures were voted down in the ballot in which more than 80 per cent of the 20,000 NAHT

members took part.

The £114 million a year scheme the NAHT is seeking would lead to volunteer teachers being paid £8 an hour for working as senior supervisors. Heads should also be paid, says the association.

The Government has set aside £50 million up to next March and channelled through education support grants to finance locally agreed schemes. But payments vary from just over £2 an hour to £7 or £8.

Twenty-five local authorities have already had schemes approved by the Department of Education and Science. Another 13 have interim approval or are being investigated.

But the DES says that 27 authorities are already paying money to extra supervisors, some under schemes that were set up before 70 per cent Government aid was made available.

The NAHT says schemes should be designed to attract volunteer teachers because they can cope better with disciplinary problems. Their withdrawal during the pay dispute has led to more accidents, more fights and more insolence, says Mr David Hart, NAHT general secretary.

If the Government want children supervised properly at midday, then they have got to pay for it. There is no way the NAHT is going to do it for them at members' personal expense."

Mr Hart was "very happy" at the ballot results. Even those who voted against action were unhappy with the present position, he said.

The action is designed to force the Association of County Councils and the Association of Metropolitan Authorities to the negotiating table. The ACC said members were prepared to meet heads to "clarify what they want" while the AMA does not see the issue as one for national negotiation.

The Secondary Heads' Association has also said local agreements would be better for schools. Heads' advice should be paramount but members should only be expected to do "custodial duties" in emergencies.



David Hart... delighted with ballot results

Strong NUT support for merger

Local branches of the National Union of Teachers have strongly backed the idea of a single union for the profession.

A motion urging merger talks with the National Association of Schoolmasters/Union of Women Teachers topped a ballot on the preliminary agenda for the NUT annual conference at Easter.

This follows close co-operation at local level between the two unions during the pay dispute.

The conference would also be urged to seek close collaboration with the college lecturers' union, the National Association of Teachers in Further and Higher Education.

A total of 36,534 votes were received in favour of giving priority to the motion. The Inner London Teachers' Association - the union's largest branch - and 23 NUT branches are backing the move.

Mr Fred Jarvis, NUT general secretary, said he did not know whether there would be similar support when the NAS/UT vote on a possible deal through Acas was known. The NUT boycotted the talks. Mr Jarvis said: "Sadly the NAS/UT have gone along with other people when they were better advised to stay with us."

He added that sports with unions not affiliated to the TUC were "not a sensible thing to have done".

But Mr Nigel de Gruchy, deputy general secretary of the NAS/UT, said the NUT leadership should have worked out a compromise with his union over pay and stuck to it. "I don't believe unity of action is worthwhile unless we have unity of policy."

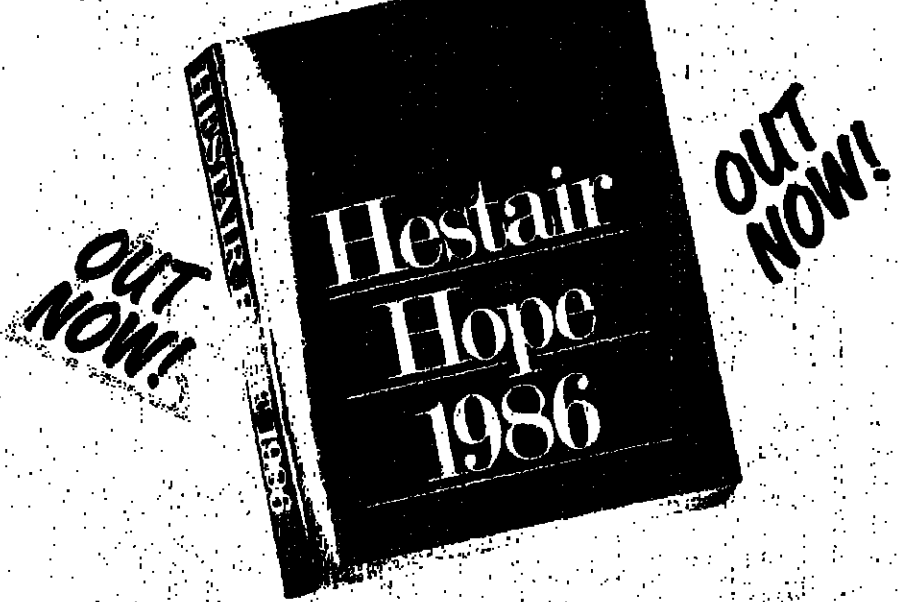
The motion to conference makes no mention of how to achieve one union through merger with any of the other teacher organizations which are not affiliated to the TUC. The NUT and the NAS/UT have a combined membership of 331,000, nearly three-quarters of the profession.

No motions over pay or action made the top five but the NUT says that issue was settled by the special conference last month.

An executive motion calling for greater public knowledge of primary education was second in the ballot, with 38,148 votes, while a campaign for better job and promotion prospects for women teachers won 34,574 votes.

Workers' about racial attacks on pupils and staff are reflected in the 23,781 votes for a motion which asks for protection, together with measures to help black teachers get jobs. A renewed attack on the Government for "starving" state schools was the fifth most popular motion.

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PRIMARY

Sarah Bayliss discovers how parents are being encouraged to deepen their involvement in their children's learning

Home help sought for young

Anne Smith is one of a growing number of parents keen to become closely involved in primary education.

She had wanted to do more but did not know how to go about it. Then she heard about a one-day course in Bristol designed to do just that. And, like so many of the 30 parents who attended last weekend, Mrs Smith is surprised at what she can do to help her children.

She explained: "I would never have thought of doing fractions at home because I would've thought that was maths. But I can do fractions with slices of cake, can't I?"

Mrs Smith, a part-time cook at a retirement home in Weston-super-Mare, is the mother of Melanie, 4, and Steven, 3.

Her own memories of school are grim. "Horrible. I hated it. I look back and they definitely weren't the best years of my life."

She wants her own children to have a different view. "I don't want them to be budding academics but I would like them to make the best of school and to be happy in what they're doing."

Mrs Smith had been worrying about her daughter who, when asked what she did at school, said she "didn't know". A teacher had also said Melanie did not seem to "want to learn". Mrs Smith was concerned by media reports that standards of education were on the decline. "I find it all quite frightening," she said.

At the end of the day on "Of course you can help your child to learn", she said she felt much more confident about talking to Melanie's school and making time for learning at home.

Mrs Smith added: "I think it might

change the way I talk to my children and what we do together."

The person opening new doors for parents in the Bristol area is Geraldine Taylor, an experienced teacher and youth counsellor, whose experience as a parent led her to write a book called *Be your child's natural teacher*.

Peter Coleman, Avon's director of education, has welcomed her as a freelance expert and several projects are under discussion. One experiment would link her to a community primary school in the St Paul's district which wants to build up parental links.

Ron Roberts, Avon's assistant director for schools, said this week that courses for teachers to help them bring out the best in parents were a possibility for the future but no formal proposals had yet been drawn up.

Since Mrs Taylor's courses began last autumn, under the auspices of the Central Bristol adult education centre, all have been oversubscribed. Ideally she would like classes of around 16 since there is lots of practical work to do - reading out stories, word games and mental arithmetic, but the demand from parents, and some grandparents, means numbers are always higher.

Her philosophy is to reassure, encourage and motivate parents and reveal their potential as educators. Her hope is that parents will then work together with their children's schools just as she did.

Last weekend the course for parents of under-11s, including pre-school, began with a session called "Bringing out the best in your child".

Mrs Taylor described the negative effects that parental pressure can have



Geraldine Taylor: parents are natural teachers

and described children she had counselled who had "ground to a halt" emotionally and educationally because too much was being expected of them at home.

"Knowing what pressure can do, you would never subject your child to it," she says as an introductory word of warning.

Her guidelines to parents are simple and practical and would be useful for any classroom teacher to bear in mind. For example, parents should avoid creating anxiety in children and should never exclaim: "Can't you do that? What do they teach you at school these days?"

She says parents should always find something to praise during the time they spend with their children reading, doing spelling games, multiplication tables, general knowledge or mental arithmetic. Five or 10 minutes a day, or several times a week, can give children skills they value for life, she says.

She recommends that not too much should be attempted in a session, and it should end on a happy note.

Children and adults, she says, benefit greatly from "fallow periods" or

what she prefers to call "bumming around". Lying on the floor looking out of the window can be good for you, she says.

Her own son Peter, 14, spends at least one day a week during the school holidays lying in bed reading comics. "We call them pyjama days. It's after a pyjama day that we often get our best creative ideas."

Schools, she says, want and need informed support from parents and the onus is probably on parents to provide it. "I'm afraid we've got to prove ourselves."

It helps schools if parents understand that children develop at different rates. For example, some are ready to develop concentration or do cursive writing.

"One of the brightest girls I've ever taught never over joined her letters although she wrote very fast and went to Oxford."

Parents can help their children come to terms with the inconsistencies that often occur between schools and teachers.

Some teachers want children to use

Biros, others prefer pens. "I tell my children all people are different - isn't it fascinating? Kids can be very philosophical about the difference between adults," she says with a laugh.

In a session on reading, with spelling and creativity, Mrs Taylor gives practical tips on how to put together a book of a child's own work, continuing the debate about the role of and how to make a family curriculum or flag. She wishes that the method of paired reading had been "invented" when her own son was learning to read.

"Whatever you're doing, relate it to something in their personal experience. As parents, we are in a stronger position to do this than a teacher. By making it personal, it will make it powerful."

During the afternoon session Mrs Taylor looks at aspects of the subject of maths - maths you do everyday when realizing it."

She talks about the language of maths and how to introduce it. "There's no reason why a child shouldn't know the word 'thousand' just as she knows the word 'elephant'. It's our hang-up that stops doing it."

Estimating is a useful skill which is fun to learn at home, as is telling the time, learning the days of the week, the months and seasons. "You will be surprised how many children at secondary school without basic knowledge."

She believes it is the parent's job, while not being pushy, to relate these kind of things and to keep their children's mental processes "sharp. If you can help schools in this way, the teachers will be free to do all the wonderful creative things they should be doing."

She has a "no nonsense" approach to multiplication tables, believing they are fundamental to maths at all levels. She advocates singing them to favourite tunes ("Yellow Submarine" is very good) if they seem dreary.

The day ends with a session on "Bringing out the best in your child's teacher". Try your hardest to get a decent relationship, she says, because ultimately your child will not like if you are anti-teacher.

She suggests parents asking the teacher's advice about how they can help, telling them how much time can be spared at home even if it is only five minutes a day, and always reminding children that their teacher has a good heart. "Because basically most teachers have."

When teachers and parents work

About this advertisement from MEP

The Microelectronics Education Programme has put together this advertisement material as a contribution to the continuing debate about the role of microtechnology across the curriculum. If you need further help then your adviser is the first person to turn to. We try and keep them informed of the latest developments. We work closely with subject associations who are always valuable sources of information. Finally, there are the MEP regional information centres. Their role will be changing when MEP finishes at the end of March but you still have a little while to make contact with them. They will have much of the software mentioned on this page, as well as appropriate training material, available to review. Their addresses appear below.

Capital RIC
RCC, John Ruggin Street, London SE5 0PQ.
07-535123 x216.

Clifford RIC
RCC, Eastmole Road, Hatfield AL10 8AU.
07-454545.

Dever RIC
RCC, Eastmole Road, Hatfield AL10 8AU.
07-454545.

Gloucestershire RIC
RCC, Gloucestershire, Victoria Rd South, Gloucester GL1 1UL. 0245 356940.

Gloucestershire RIC (+10M)
RCC, Gloucestershire, 799 Wilmslow Rd, Manchester M20 8RR. 061-455 0780.

Herefordshire RIC
RCC, Hereford, 70 Mount Pleasant, Liverpool L15 3JL. 051-307 3581 x2531.

Leeds RIC
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Putting products into the classroom

Roger Watson explains the challenges and dilemmas facing the publishers

How do publishers decide what software to produce? In theory we approach this question in much the same way as any other publishing decision. We ask ourselves two key questions. Is there a clear educational need? Does the proposed publication satisfy the need?

We may also want to ask some supplementary questions. Is the need already being satisfied by other products? Can we do it better? With software, which is expensive to develop and to market, we will usually ask additional questions. Does the software satisfy the need better than could be done with a cheaper product, such as a book? Does the topic bulk large enough in the curriculum to justify schools spending £15-£20 on it?

In practice such decisions are not easy or straightforward to make. Establishing the usefulness of software is more of a problem. For a start little reliable evaluation has been done to test how effective different styles of CAL software are. Does the use of simulations deepen understanding? Does interactive drill and practice help pupils retain facts or concepts? Does exploration in a database help pupils clarify their ideas? At this stage, publishers have little to go on other than their own good sense and a certain amount of anecdotal evidence.

A further difficulty is that the experienced CAL practitioners, who claim to

know what is 'good' software, are often too dogmatically assertive in support of their own theories and out of touch with classroom teachers. Some will tell you that only open ended exploratory environments, like LOGO, are worthwhile. (Does anything other than LOGO meet their approval?) Others are enthusiastic about models, simulations and databases.

Almost everybody is abusive about drill and practice, yet the School Broadcasting Council Survey (1984) revealed that drill and practice scored the highest percentage (85 per cent) of use in primary classrooms. Also, the software which teachers find it worth their while to write themselves is often designed such as learning a concept or practising a skill. Is this because they do not know any better? Somehow I doubt it.

Once the publisher is convinced that there is a real educational need which a software product can satisfy, we reach the nub of the problem of software publishing. How can you ensure that enough teachers will recognise the solution you are offering them. At present only a minority of teachers, particularly in secondary schools, use CAL software in the classroom.

The School Broadcasting Council Survey showed that in most departments, other than maths and science, fewer than a third were using micro. In many subjects the percentage of use was much lower: English 9%, History

8%, Languages 6%, Home Economics 3%. No doubt the figures are higher now but it probably remains true that a majority of teachers do not use micros and are not therefore likely to be open to a software solution to their needs.

Publishers need to help widen classroom use of CAL software because only in that way will a larger, and perhaps more viable, market develop. There are several things that publishers can do to help this process. They can cooperate with LEAs, particularly via licensing arrangements, to ensure that software is integrated with in-service training arrangements. This offers the best means of introducing teachers to software in a way which will ensure that experienced teachers are equipped to use it.

For more experienced teachers, it is vital to find more effective ways of letting them experience the product before deciding to buy. Protected software on approval, exhibitions and support for LEA Computing Centres all have proved their usefulness. In time, more innovative approaches via Prestel and Telesoftware may prove effective too. Software is difficult to sell, even to experienced users, because it is difficult and time consuming to evaluate it properly. Publishers need to continue to devote energy and inventiveness to solving this problem.

Finally, if more teachers can be encouraged to use software, this can lead to more feedback about its effective-

iveness in use. More classroom feedback, together with more formal evaluation, is needed to continue to improve the quality and usefulness of CAL software. In this way we can ensure that as the hardware improves in speed, flexibility and display, we can provide, where appropriate, CAL solutions to educational needs which teachers will recognise as both effective and good value. At that point CAL software publishing will have come of age.

There is much to do before we reach that point. However, the DTI Software in Schools scheme over the next two years offers us an opportunity. We must use the opportunity wisely to spread the use of CAL software as widely as possible in classrooms, and to discourage the diversion of too much of the money into concealed support for hardware or computing advisers' pet projects. If we can do that the prospects for CAL software publishing still seem to me exciting.

Roger Watson is managing director of the schools division of Longman Publishing, now probably the largest publisher of educational software. He is a past chairman of the software sub-committee of the Educational Publishers' Council. He was on the MEP advisory committee and represents the publishers on the management committee of the Microelectronics Support Unit.

The Castle Pack - by David Ellingham
Dread Dragon Droom - by Derek Allen
Many useful programs from Derbyshire LEA including *High Peak Railway*, a number of *Case Studies* for computer studies, *Matchbox* and more.

Seas from Sheffield and many others. The catalogue at present includes 80 items and a further ten are to be launched in the near future.

New materials include computer control packages, physics software, two packages around the Domesday theme, an electronic paintbrush package and the *ISIS* pack (aimed at In-School In-Service training).

Future plans include an *ISIS* pack for primary education, a do it yourself database, a pack on the Industrial

revolution, a graphic database, special needs programs and many others. We are keen to encourage LEAs and teachers to see the fruits of their hard work disseminated to others and would want to get a publisher for any materials which are educationally sound and based on good classroom practice.

The unit will have a team of programmers able to help teachers develop materials. It will also employ three coordinators to provide educational support to the unit.

Anyone interested in obtaining materials or LEA licences for materials, or in having materials published, please contact: RESOURCE MEP Regional Centre, Exeter Road, off Coventry Grove, Doncaster, DN2 4PY.

Liverpool offers help to secondary teachers

The Computer Education Centre at Liverpool Polytechnic has been a registered publisher since 1977. The Centre has been set up to make the materials produced by local teachers more easily available to others and to provide encouragement to early pioneers in educational computing. Recently the Centre has published materials that have been produced by teachers in the Liverpool and Cheshire Region as part of the support made available by the MEP.

A series of publications to support the use of the new technology in the classroom has been launched. The series consists of a Teachers' Guide, a series of materials designed by teachers to help other teachers. The Centre is publishing these materials under the name POLYMEDIA.

Seven items are now published and mainly of interest to secondary school teachers:

Nuclear Physics, by Trevor Cross, Adrian Wise and Dave Maddocks. This package contains a Teachers' Guide, a series of materials designed by teachers to help other teachers. (Two booklets and a disk) Price £15.00.

Theory and Practical Work in Computer Studies, by Geoffrey White. A practical approach to the teaching of

computer studies. (Booklet and disk) Price £14.00.

Soil Erosion by George Quayle and Adrian Wise. A simulation to aid the understanding of the effects of a range of factors on erosion. (Two booklets and a disk) Price £15.00.

Plant Transpiration, by Dave Maddocks and Adrian Wise. A simulation of the loss of water from the surface of a leaf. (Two booklets and a disk) Price £15.00.

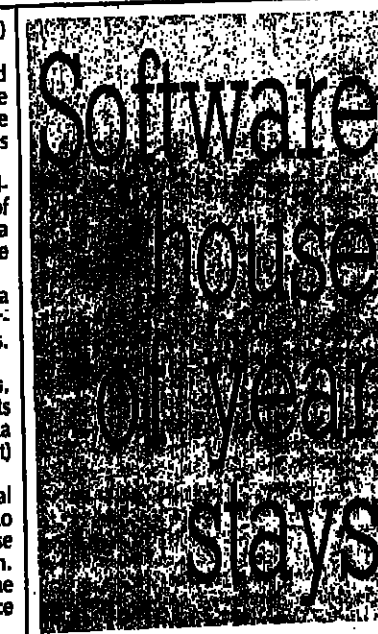
Matrices, by John Fletcher. Using a microcomputer to reinforce the understanding of matrices and their effects. (Booklet plus disk) Price £7.00.

Optoelectronics, by Dennis Eccles. Teachers' notes and students' projects to introduce method of transferring data via optoelectronics systems. (Booklet) Price £4.50.

A Guide to Logo, by Ros Penny. General information about LOGO intended to help teachers and other users to choose an appropriate implementation. Accounts of the experiences of first time users are included. (Booklet) Price £4.50.

The materials may be purchased from the Computer Education Centre, Liverpool Polytechnic, 70 Mount Pleasant, Liverpool, L3 5UX.

Support from MEP for curriculum development projects has enabled a range of materials to be designed by local teachers. During the Summer Term there will be two publishing presentations when some of these materials will be launched and made available to others. Details of the launches can be had from Merseyside RIC. By enabling pioneering teachers to carry out projects resulting in the publication of innovative materials MEP has been of immense value to the average teacher. Publication of classroom materials will be part of the valuable legacy left by the Programme.



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Slippery business takes off

A primary school has investigated launching its own model soap factory as a way of showing its children how to tackle problems.

Mrs Jean Armstrong, from Black Horse Hill Junior School, the Wirral, told the conference how her class of 35 children decided to look at the problems of producing, packaging and marketing soap.

After testing the market, the children negotiated a loan of £400,000 from Lloyd's Bank with an interest rate of 12 per cent. Helped by the Halifax Building Society, they set about finding a site for their factory, taking into account planning regulations they would have to obey.

Next stop was the Department of Employment where they discovered the problems of employing a large workforce.

With their factory (albeit a model) built and landscaped, the children exchanged their classroom for the factory floor and the Black Horse Hill manufacturing company was born.

Builders tested construction materials, designers the suitability of fabrics, the marketing team came up with an overseas company interested in their soap, and the production team worked out how best to extract scent from natural products.

During the year, the class had to contend with public reaction to the building of the factory; threatened strikes by the workforce and cash flow problems. These were solved by class discussion.

The first 400 primary teachers to attend courses - held in 50 institutions under the in-service teacher training grants scheme - were now back in school as science co-ordinators. This was a drop in the ocean, he admitted, but a useful start.

Local authorities, he said, were at different stages of development but nearly all would receive money from the support grant scheme by September this year. Most are using the money to pay for new advisory teachers in science. These will work alongside class teachers and provide a focus for in-service work, he explained.

Mr Green admitted that there was still some way to go on identifying

problems of employing a large workforce.

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NEWS

The Education Bill, which seeks to give parents more say in the management of schools, was published last week. Mike Durbin outlines the Government's plans (below) and - on page 11 - analyses the reaction to the proposals.

New Bill will give parents a louder voice

The Education Bill, described as the largest and one of the most significant since 1944, is intended to promote major reforms in school management as well as teacher effectiveness.

The main thrust is to standardize and redefine the composition of school governing bodies, to give parents a greater say and reduce alleged political domination by L.E.A.s. But the Government has withdrawn its plan to give parents an overall majority.

As expected, the Bill proposes powers which would allow the Education Secretary to enforce appraisal of teachers and college lecturers. Other points include a specific grant for in-service teacher training.

School governing bodies

Membership of school governing bodies will be reformed so that no single interest will predominate, with equal numbers of parents and L.E.A. representatives provided for in standard instruments of government.

A new category of co-opted members will be created, to be chosen jointly by the other governors. Ministers anticipate this group will include local employers and businessmen.

The emphasis is on "balance", and broader membership of governing bodies. Separate arrangements will be made for aided and special agreement schools which are guaranteed more independence from L.E.A. control.

In county, controlled, and maintained special schools, the number and status of governors will be laid down by statute. In schools with under 99 pupils, there will be two parent governors, two L.E.A. representatives, one teacher, the head, and three co-opted members.

Numbers increase, up to a limit of

five parents, five L.E.A. members, two teachers, the head and six co-opted members (a total of 19) in schools with 600 pupils and above.

In controlled schools the number of co-opted places will be reduced to allow foundation governors seats. In aided and special agreement schools separate arrangements will give an overall majority to foundation governors, with at least one parent on the body.

Governors will sit for four years, with parents given the right to stay on the governing body after their children have left the school.

If there is a shortage of parents willing to become governors, L.E.A.s will have to fill the vacancies with "appropriate appointments". L.E.A.s will be obliged to inform parents of vacancies and of their right to stand and to vote.

No one under 18 will be eligible for election, appointment or co-optation as a school or college governor.

Local authorities will have to provide information and training for school governors, and pay travelling and subsistence expenses to governors in schools and further education colleges.

Responsibilities of L.E.A.s and governors

The curriculum: local authorities will have to publish written statements of policy. Governing bodies in secular schools will be entitled to propose modifications.

Governing bodies will have to consult heads and the L.E.A. before making any changes. But the head will be responsible for determining and organizing the actual curriculum, taking into account L.E.A. and governors' policy statements.



Sir Keith - preparing to listen to the views of parents?

In aided and special agreement schools, governing bodies will control the curriculum "having regard to the L.E.A. policy". The head will be responsible for seeing that the curriculum is followed.

Discipline: Heads will be responsible for the overall standards of discipline, behaviour and conduct of pupils. But they will be subject to the ultimate authority of the L.E.A.

Governing bodies may provide heads with guidance or a written

bound by a direction from the local authority if the governors make no decision on whether or not a pupil should be reinstated.

Running costs: The L.E.A. will be required to provide an annual statement on running costs to the governors. The governors will be given limited discretionary powers of spending on items such as books, equipment and stationery, but the L.E.A. will be entitled to impose its own conditions.

Annual report: Governing bodies will have to prepare an annual report to parents and hold an annual parents' meeting to discuss the running of the school. The report may be published in several languages.

Appointments and dismissals: Governing bodies will have day-to-day control over appointments and dismissals of headteachers, deputies, and other staff. L.E.A.s will have to set a complement of teaching and non-teaching staff at every school.

Headteachers will be appointed by a joint L.E.A.-governors' selection panel, but governors will always have a majority. If the appointment is not acceptable to the L.E.A. it will have the right to readvertise.

For staff teaching jobs, governing bodies will recommend candidates to the L.E.A., unless the authority decides the post is not to be filled or should be filled by redeployment.

Local authorities will be required to consult governors and heads before dismissing staff, giving them prema-

ture retirement, redeploying them, extending teachers' probationary period. Both governors and heads will be able to suspend teachers but will retain the power to reinstate them. School premises: Governing bodies will control the use of school premises outside school sessions, subject to directions from the L.E.A.

Teacher appraisal

The Education Secretary will be required to require L.E.A.s to introduce appraisal of teachers in maintained and special schools and further education establishments.

The regulations could require governing bodies to comply with the appraisal requirement in the L.E.A.s, heads and governors - particularly for the curriculum, discipline and teacher appointments.

The National Association of Governors and Managers (NAGM) has welcomed the Bill as too vague and feared that its failure to spell out details will not prevent "confusion and disputes".

The Bill attempts to redefine the power relationships between governors, heads and L.E.A.s, giving governors more responsibility within the overall control of local authorities, often in consultation with heads.

The NAGM, which represents most school governors, welcomes the right of governors to be involved. But its spokesman, Mrs Felicity Taylor, said that of authority were not clear cut enough.

Social discipline, especially regarding suspensions and expulsions, is likely to be the most vexed question of all. Several groups have already pointed out that the Bill will do

redeploying teachers by switching them from school to school without the governors having any say.

The local authorities' spokesman said the division of powers over teacher appointments and redeployment could be a grey area. The local authority associations are studying the Bill's proposals in detail.

On the curriculum, the Bill proposes giving L.E.A.s the duty to publish policy statements, which could be modified by governing bodies in consultation with head teachers.

Heads would have the responsibility of putting the ideas into practice, taking both policy statements into account.

But Mrs Taylor said: "Supposing the head and L.E.A. agree on a policy, but the governors don't - what happens then?"

"We welcome a role for the governors over what is taught in schools, but we don't think it is realistic for governors to determine the curriculum. There is no straight line of authority and it could cause confusion."

Overall, the Association of County Councils says the Bill attempts to legislate too closely on detail and not enough on general principles and broad areas of duty which local authorities would be obliged to carry out.

It adds: "The Government has not really understood the management of schools. We think they have got the balance wrong between the power of individual schools and L.E.A.s. The Bill is too prescriptive."

And the NAGM criticizes the Bill for trying to legislate on matters which are not susceptible to regulations. "It may purport to do a lot of things it can't actually achieve."

The National Confederation of Parent Teacher Associations, which claims to represent five million parents, has welcomed the Bill's expansion of "parent power", proposals for an annual meeting and report, and training for parent governors.

But Mrs Sheila Naybour, its press officer, said: "We regret the failure of Government to recognize that teachers should also have equal representation on governing bodies."

The NCPA is also concerned about the proposals for transferring control over some capitalisation to governors, in case it leads to more pressure for parental contributions to school building.

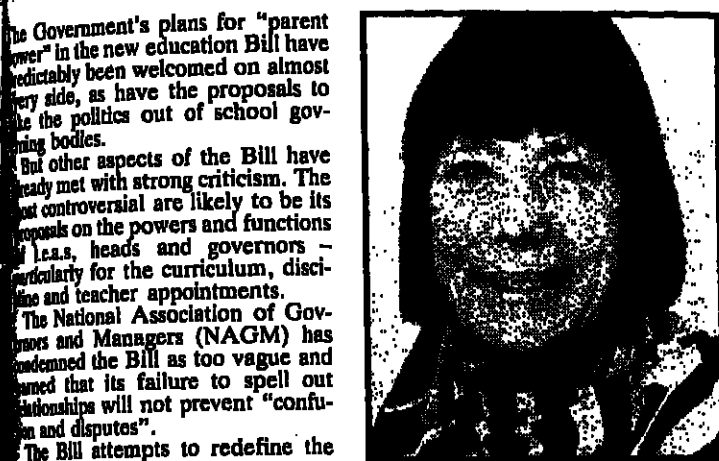
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Mr Peter Beale, West Glamorgan CEO and president of the Society of Education Officers, said most officers would back the proposals for more parent governors. But they were concerned about the balance of interests among the parent governors themselves.

The practical implications would also mean more administration on elections to governing bodies, proper representation, and the training for parent governors.

Most teaching unions and associations have welcomed the increase in parent governors but condemned the Bill for not giving more representation

Non-political governors meet with approval



Sheila Naybour: regrets failure

The Government's plans for "parent power" in the new education Bill have been welcomed on almost every side, as have the proposals to take the politics out of school governing bodies.

Other aspects of the Bill have been met with strong criticism. The most controversial are likely to be its proposals on the powers and functions of L.E.A.s, heads and governors - particularly for the curriculum, discipline and teacher appointments.

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NEWS

Teenagers gloomy about UK prospects

by Biddy Passmore

Today's teenagers are happy about their own prospects but not so happy about Britain's, according to a poll by *New Society* magazine.

It found that more than nine out of 10 were satisfied with their education, three out of four thought they would get a job when they finished and two out of three believed they had better opportunities than their parents.

But they were remarkably gloomy about the problems that might engulf Britain over the next decade.

Almost half thought it likely there would be a serious accident at a nuclear power station, and two-thirds said acts of political terrorism would become commonplace in Britain.

Most alarmingly, 78 per cent thought it likely that riots and civil disturbance would become common events in our cities, with 23 per cent of whites and 32 per cent of West Indians considering it "very likely".

The attitudes that tend to breed such disturbances were also rife among the young people surveyed. Four out of 10 whites reckoned they were prejudiced to some degree against other races, with boys more prejudiced than girls.

Prejudice among West Indians was as high as among whites, but three-quarters of Asians said they were not prejudiced at all, although they turned out to be the greatest recipients of prejudice.

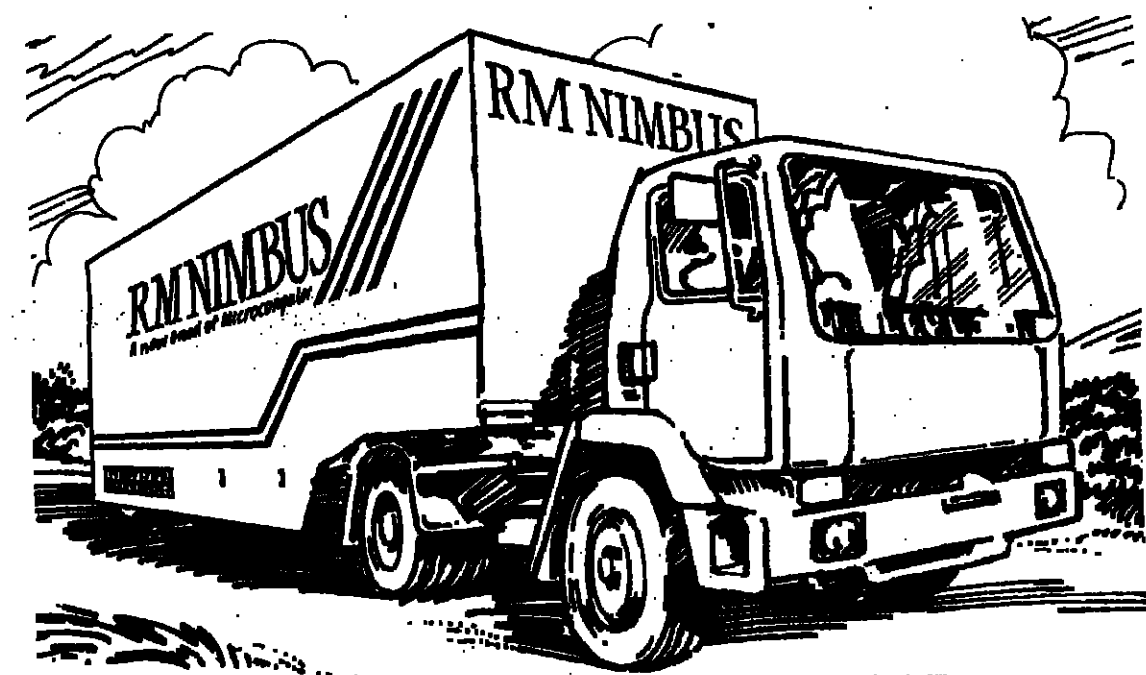
The survey, analysed in last week's issue of the magazine, was based on 2,417 questionnaires, a random sample from 15,000 collected by social science teachers in 500 schools and colleges.

The teenagers were a curious mixture of permissiveness and prudery. Only 7 per cent of girls and 9 per cent of boys thought premarital sex was wrong (the figures were much higher among Asians), but extra-marital relationships were frowned on by more than half of boys and nearly two-thirds of girls.

The Government's educational campaign against drug abuse is clearly needed badly. Eighteen per cent of under-14s had inhaled solvents, 7 per cent had tried cannabis and 3 per cent had taken heroin. Sixty per cent confessed to smoking cigarettes and 85 per cent had tried alcohol.

Just over one-fifth (22 per cent) described themselves as left-wing, about the same number said they were centrist and 9 per cent right-wing.

But a full 40 per cent (45 per cent among Asians and West Indians) said they were not political at all.



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Governing bodies to be reshaped

If the Bill is passed without major surgery, school governing bodies will in future conform to a standard pattern, and their membership will change greatly.

At present, local authorities are free to decide on the shape and size of governing bodies. But minimum requirements laid down by the 1980 Education Act came fully into force in September.

Most schools are now obliged to have two elected parent governors. Schools with fewer than 300 pupils must have at least one teacher governor, and at least two L.E.A. members.

Headteachers are given the option to become members and the new Bill proposes to continue the arrangement.

All the other appointments are made by the L.E.A., usually according to a formula reflecting the political make-up of the council. Some authorities insist on a representative from the education committee, and others on co-opted members from the community.

In future, schools will have to adopt a formula based on size. Governing bodies will range from 9 to 19 members.

In the smallest schools with up to 99 pupils, there will be two parents, two L.E.A. representatives, one teacher, the head and three co-opted members (total nine).

In schools with between 100 and 299 pupils, there will be three parents, three L.E.A. nominees, one teacher, the head and four co-opted members (total 12).

Schools with between 300 and 599 pupils will have four parents, four L.E.A. representatives, two teachers, the head and five co-opted members on the governing body (total 16).



Schools will have more parent-governors in future.

In the biggest schools, with more than 600 pupils, there will be five parents, five L.E.A. representatives, two teachers, the head and six co-opted members (total 19).

The overall effect will be to increase the number of parents, slash the number of political appointees by L.E.A.s and replace them with co-opted members from the community, and cut the relative number of teacher governors - especially in larger schools.

In some areas, particularly London and other main cities, governing bodies will be smaller. But in rural areas, and in smaller schools, they are likely to be swelled by the addition of more parents and co-opted members.

In a few areas, governing bodies will lose pupils and non-teaching staff. The Bill makes no provision for redeploying staff governors, and parent governors under 16 are specifically excluded in both schools and colleges.

Pupil nos	Parents	L.E.A.	Headteacher	Teacher	Co-opted (or, for a controlled school, foundation/co-opted)
up to 99	2	2	1	1	(2/1)
100-299	3	3	1	1	(3/1)
300-599	4	4	1	2	(4/1)
600 or more	5	5	1	2	(5/1)

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SCHOOL TO WORK

Industry chiefs urge pay boost for technology and science staff

Leading industrialists are urging the Government to push through plans to pay science, maths, and technology teachers more. Pay for these teachers must provide greater rewards if competent staff are to be retained in these subjects, they told the Prime Minister this week.

The Industrialists and senior academics went to Downing Street to discuss ways of improving engineering and technological education.

They warned Mrs Thatcher that urgent steps had to be taken meanwhile to deal with the immediate and serious shortage of specialists in the subjects concerned. The meeting, which was attended by the Education Secretary and other senior ministers, discussed the possibility of using suitably qualified people from industry

and higher education in the in-service training of teachers, and even to help teach in schools.

The Engineering Council, which had organized the meeting, suggested that there was considerable scope for using more women scientists and engineers as teachers.

The meeting called for an improvement in the quality and quantity of careers advice to school children from the age of 12. It also agreed that first degree engineering courses should be more broadly-based and give more emphasis to problem-solving and practical tasks.

Afterwards Sir Francis Tombs, the Engineering Council's chairman, said that they had expressed their concern to the Prime Minister about the number and quality of engineering teachers in higher education and the quality of their equipment.

"Provision of extra student places without increased staff and adequate facilities can only serve to lower standards and to defeat our general objective", he warned. Mr Ray Hurst, a leading member of the Institute of Careers Officers, told *The TES* that while the earlier provision of individual careers advice, not normally offered at present before the fifth year, might well be very useful, it would need far more resources.



Sir Francis Tombs



Baroness Warnock and John Rae (right) at Oxford

It is the 1933 "King and Country" debate all over again - only this time it is worse. Cambridge as well as Oxford has refused to come up to patriotic scratch. In their first joint session on Monday, the union societies at the two universities turned down the proposition that working for a company is just about the highest state to which humanity can aspire.

Video-linked by British Telecom (and led astray, perhaps, by all the publicity for Mother Teresa), they voted by 264 to 167 against a motion that "there is no time more noble than that spent in industry".

The motion had been put forward by the Industrial



Lord Kearton at Cambridge

Society. In support of the high-powered industry campaign, which has the backing of a large part of the education establishment as well as the TUC, the business, the State, and some of the Church and the country's economic survival requires that graduates go into industry.

The Industrial Society, who are thought by industry-promoters to have gone a bit over the top in wording of their motion which had a slap in the face to it, later put out a grudging statement recognizing that "Britain's brightest students still don't recognize the world working in industry and commerce".

FE unit looks at link with MSC

The Further Education Unit, the Government-funded agency which has often acted as the professional voice of the education service, may link itself more closely with the Manpower Services Commission.

The unit's board and senior officials are considering the implications of a request to the MSC from Lord Young, the Employment Secretary, that it should seek to get together with the unit and fund some of its activities.

At present the unit, which offers policy and methodology guidance to the colleges and carries out research, is an autonomous agency which reports

to the Education Secretary and is funded through his budget. The FEU management is thought to be deeply worried and resentful of the moves by senior DES officials to cut back the unit's planned expansion, and, as the management sees it, to starve the FEU of funds at a time when demand for its services is increasing.

The MSC's greatly increased involvement in further education as a

result of the Government's decision to give it control over a large part of college funding means that it will find the FEU's expertise very valuable; and, unlike the local authorities, it has the money to fund a big boom in the unit's work.

For the FEU, faced with the possibility of effectively exchanging a grudging Government paymaster for a more generous one, the question is likely to be what sort of strings will be attached to the deal. Until now the FEU has been able to voice its views fairly freely, and they have often been critical of MSC policies or their implementation.

Edited by Mark Jackson

NEWS

Pupils wanted to try drug-taking after discussion

by Jane Last

Six per cent of third-year pupils told researchers they wanted to try drugs, glue sniffing or smoking after a class discussion on the subject. And almost one in ten said what they had heard would not stop them from experimenting with drugs and solvents.

These facts emerge in a survey of 345 third-form pupils by Mr George Beaumont, advisory teacher with West Glamorgan.

It revealed that 86 per cent said the lessons on substance abuse did not make them want to start glue sniffing or drugs - while 92 per cent enjoyed the class and 72 per cent would like more time on the subject.

Mr Beaumont commented on the findings: "I can appreciate the concern of those who fear that education may lead to experimentation. Indeed it may have that effect, as some pupils confirmed. But I still prefer to have the subjects of solvents and drugs discussed openly in the classroom."

"By allowing it to remain purely a subject for youthful speculation in the school yard we could well be in danger of encouraging even greater experimentation."

Mr Beaumont's findings are published by the National Children's Bureau in a book entitled *Solvent Misuse in Context* which includes chapters by nine experts in the problems of drug abuse.

Mr Beaumont believes teachers even in junior schools, should encourage children to consider the risks in

glue sniffing and drugs. The "shock-horror" approach, he says, has been shown to be ineffective in the long term.

As part of his approach when visiting schools, Mr Beaumont shows an education film on alcohol and tobacco, splits the class into small groups and steers the discussion gradually from drinking and smoking to use of other drugs.

The children consider who gains from drug deals, where and how they are peddled and inducements used as persuasion.

Then one child in each group plays the role of a youth teetering on the brink of drug taking. Half the group try to persuade him while the others argue against. Finally, the children consider their feelings on the subject.

Third-years said they were most influenced by regular warnings from their teacher and advice from the specialist. They strongly disapproved of parents who ignored the problems. For advice they would turn to a friend of their own age before a doctor and third, their parents.

Mr Beaumont believes that the truant, the child perhaps most at risk and the one least likely to be present at the lessons, could be reached through his friends. He says: "By encouraging young people to discuss and to understand the dangers of misuse we enable them to reach decisions against drugs and solvents. Those young people are prepared to spread the message."

NUT decries shortage of music resources

by Geraldine Hackett

Schools have neither the staff nor the equipment to put into effect recent HMI recommendations on teaching music, says the National Union of Teachers.

In its response to *Music from 5 to 16: HMI curriculum matters 4*, the union says the document is excellent in intent, but "totally divorced from reality".

"The document takes no account of the fact that the majority of schools lack considerable resources of staff, accommodation and equipment needed to enable them to achieve the desirable objectives set out in the document, and that a large number of schools, especially primary schools, lack even the most basic equipment and have no qualified music staff," the NUT says.

Few schools will be able, it added, to provide children with the opportunity to play electronic keyboard, synthesizers, guitars or other keyboards. Some schools have only a piano for the whole school.

Primary schools in particular are finding it harder to offer specialized music teaching.

"A significant proportion of primary and middle schools no longer have a music consultant. Some schools report that they do not even have a teacher able to play the piano for accompaniment in assemblies, class singing or extra-curricular activities," says the NUT.

On teacher education and training, the NUT says many teachers have little or no experience in organizing and teaching activities such as composing, which is included in the HMI's list of practical activities.

"The new skills demanded of music teachers cannot possibly be acquired in the two days allotted to them by the DES in its plans for in-service training, which in any case, apply only to GCSE teachers," says the NUT.

The NUT would like to see a substantial programme of in-service training which should include all potential primary and middle school teachers.

"Many classroom teachers lack the skills and confidence necessary to make music a stimulating and enjoyable part of pupils' experience," say the NUT.

IN BRIEF

Russian honour

Mr Alan Haywood has been awarded the Pushkin Medal by the Russian Embassy - only the second British to receive it. The medal has been awarded by MATRYAL, the Russian association of teachers of Russian language and literature. Mr Haywood was head of Russian for 35 years at Firth Park School, Sheffield, and has written several Russian textbooks.

Co-ed Clifton

Clifton College, founded as a boys' boarding school in 1862, will open a new house for girls boarders in September 1987. Mr Stuart Andrews, the head, said this week: "Our aim is to make Clifton College fully coeducational by the beginning of the next century."

College speaker

On the advice of his doctor, Lord Tonypanady was unable to attend the College of Preceptors' dinner in London last week. His speech (read by Frank Maynard, senior vice president of the college).

Publishers asked to purge racist books

by Gillian Klein

Librarians urged publishers last week to agree steps to help eradicate racism from children's books.

Mr Martin Malloy, Derbyshire's coordinator of library services to schools and young people, told a one-day seminar in London: "We are here to share with publishers the reading requirements of our communities and to help them to meet them."

The seminar closed with the agreement on the need for communication between librarians and publishers.

library needs and what we librarians will be buying for the rest of the decade."

Mr Malloy, a member of the Librarians' Working Group against Racism in Children's Resources, added: "We are not a censorship body nor are we here to tell publishers their business."

The Librarians, whose collective purchases last year on behalf of

boroughs and counties totalled £10 million, produced examples of what they saw as racially biased books.

Called on publishers to abandon "dated and inappropriate" titles and to leave them on their shelves. The seminar closed with the agreement on the need for communication between librarians and publishers.

Parents and grandparents who attended a recent summer hui (gathering) sponsored by the primary teachers' union came up with the following suggestions:

• Start separate bilingual schools; • Keep Maori children out of school until they reach 7; • Expand the Maori and hope the language by then will be firmly established.

Judge backs New York AIDS policy

UNITED STATES

Ill Norris on support for reviewing classroom cases

A state judge has upheld New York City's policy of not automatically excluding children with acquired immunodeficiency syndrome (AIDS) from the classroom.

Emphasizing the low risk of transmitting AIDS at school, Judge Harold Hymon of the New York State Supreme Court approved the city's method of reviewing each case to determine whether there was reason to keep a child at home. A lawsuit had been brought by several New York City school districts after the admission of an unidentified pupil suffering

from AIDS last year led to a widespread parent boycott.

Judge Hymon found that AIDS was a handicap under the Federal Rehabilitation Act, which bars discrimination in any federally funded programme. A policy of automatic expulsion of students suffering from AIDS, he said, would violate the Act. It would also violate the equal protection clause of the 14th amendment.

Many individuals, the judge added, carried the AIDS virus. They were not less contagious than those who actually had the disease, and any policy excluding sufferers would have to keep them out as well to satisfy the US constitution. Therefore, unless the city screened all pupils, it could not automatically exclude those with AIDS.

Under New York City's policy, children diagnosed as having AIDS are screened by a special panel composed of a pediatrician, a medical social worker, a teacher and a parent. They look for special circumstances that might warrant barring a pupil from the classroom, such as a tendency to bite other pupils.

A lawyer for the school districts said later that there would not be an appeal against the verdict, but attempts would be made to change the law. If the state legislature could be persuaded to classify AIDS as a communicable disease, he said, child sufferers would automatically be barred from school.

This week saw the resolution of another long-running case involving the disease. Ryan White, the 14-year-old boy from Kokomo, Indiana, who became a national celebrity when he was barred from school after contracting AIDS through a contaminated blood transfusion, is to be allowed back into class. The boy, a haemophiliac, has been taking lessons through a

special telephone link for the past 14 months, while a legal battle was fought by his parents.

Last week the Indiana board of special education appeals ruled that he should be permitted to return, provided he passed an examination by the county medical officer, Dr Alan Adler. He did.

Dr Adler said: "I don't propose to be an expert on AIDS. However, I've reviewed as much literature as I could. It is my opinion that his attendance at school in a normal manner will not pose a threat."

School officials are less than pleased, and have told Dr Adler that he will have to assume liability. "I assume I can be sued like anyone else," the doctor retorted. "But I'm willing to take that responsibility."

Meanwhile, Ryan has been asked to delay his return to school for another week. There is a "flu epidemic."

Maoris take up the oral tradition

NEW ZEALAND

Lyn Richards reports on a language revolution

Three years ago New Zealand's Maori began talking to their grandchildren in Maori, a language unknown to many of their parents. So began an educational and political revolution: the children are speaking Maori while their parents are demurring the social system be changed to accommodate a new Maori-speaking generation.

Inland, Wales, Scotland, and increasingly the cities of England, can give New Zealand examples of coping with minority rights to language. The ups and downs of US policy are also of interest.

But for New Zealanders, the colonialist is there to battle policy along with Maori children were once strapped by British teachers for speaking Maori and contemporary educational theory was against bilingualism. Maori children, secure in their cultural roots, asked youngsters to "grasp the essence of the European for economic well-being" - English was the chief weapon.

The result was the baby-boom generation setting off for the cities equipped with English, but wondering if their parents, the school system and educational theory had done them wrong. Certainly the school system had taught them English, but not in a way that ensured exam success, either in English, maths, homecraft - or even Maori. The country's scaling system, which marked to those who took Latin and physics, and deducted marks from those who took homecraft and Maori.

In the 1960s and 1970s young Maori parents heeded the advice of play theorists and professionally staffed kindergartens and a self-help movement, founded in the 1940s (copied later in the UK as playgroups) grew in popularity. But European kindness and the lack of viable results (Maori children still failed at school) was a danger.

Then in 1982 the first Kohanga Reo (language nest) began. Run by Maori people, for the Maori language, it was a place where Maori children could learn Maori in Maori. Most are extended-family corporate playgroup ideas, are now attended by 20 per cent of Maori pre-schoolers.

The crunch came in 1984 when the first "graduates" turned 5, the age New Zealanders start school. They had lost all their Maori within a year.

Parents and grandparents who attended a recent summer hui (gathering) sponsored by the primary teachers' union came up with the following suggestions:

• Start separate bilingual schools; • Keep Maori children out of school until they reach 7; • Expand the Maori and hope the language by then will be firmly established.

Many Europeans made the call for separate schools: it saves a lot of face. But it does look suspiciously like apartheid.



Social crisis: Maori parents insist their children learn the Maori language.

• take the grandmothers into the schools.

The Education Department which runs 95 per cent of all New Zealand schools, has run pilot bilingual schools for a year or two. Bilingual classes, even bilingual groups in classes, are now officially recognised, but they have been difficult to staff and have not yet been "evaluated". Suddenly, the pressure is on. And on all sides.

Teachers question professional standards and qualifications if untrained grandmothers are invited into schools and paid as equals.

How willing will white English-speaking minorities, typical of most schools committees, be to change their schools? And will any change their children over to bilingual programmes if they are doing well?

Where will it all stop? Will bilingual become a prerequisite for entering teaching, the civil service, the Bar? The troubles are not all for the white New Zealanders. Maori society has held fast to local, tribal and individual "mana" (identity/spirit/power) partly by not sharing it round. If everyone is to learn in Maori, will the sacredness of customs, traditions and status, be swamped? Maori land was largely "conquered" away into European hands; will the Maori way be lost, the Europeans get their hands on the language too?

An appeals committee spoke: woman, Ma Lyn Gardner, said a letter had been sent to groups across New South Wales asking for financial and moral support. The response so far has

Anti-discrimination cases involving schools cause stir

AUSTRALIA

Luis Garcia on two significant legal moves

Two major anti-discrimination cases involving Australian schools, one in New South Wales and the other in Victoria, have caused great controversy.

In the first, Melinda Leves, a 15-year-old pupil at a Sydney girls' secondary school, complained that the state's education department has discriminated against her because she cannot pick up many high school subjects as her twin brother, Ryan, who attends a boys' secondary nearby.

While he can choose to follow computer studies, graphics and technical, for example, she can only take up "traditionally female" subjects such as needlework and cooking.

The case, which has been simmering since 1984, is now before the New South Wales equal opportunity tribunal, but with legal complications it could last months.

It has attracted considerable attention, especially among women's groups, because it could have far-reaching repercussions for government schools in the state and possibly across Australia.

At present, all New South Wales government high schools must offer students in years 7-10 a so-called core curriculum of mathematics, English, science and social sciences. They must also offer a number of elective subjects, ranging from computer studies to music to home economics and industrial arts.

The problem is that not all schools are able to offer the same range of electives. This depends on factors including the numbers wanting to study a particular subject, and whether the school has adequate resources. Normally, larger schools can offer more electives.

If Melinda were to win her case, the department could end up being forced to offer all students in all schools a complete range of elective subjects - an administrative and political nightmare. Not surprisingly, the department appears willing to fight the case to the bitter end.

Melinda's family is being backed financially by a broad coalition of women's groups, some of which have already organized an appeal to help the family cover legal expenses, expected to amount to about \$410,000 (\$5,000).

An appeals committee spoke: woman, Ma Lyn Gardner, said a letter had been sent to groups across New South Wales asking for financial and moral support. The response so far has

been "gratifying", with support coming from women in federal and state parliaments, teaching, business and the professions.

The second case, in Victoria, involves Mr John Connaughton, a former teacher at Melbourne High School, who alleged he had been discriminated against by the school's principal, a group of teachers and the Melbourne High School Staff Association.

Mr Connaughton complained he had been ostracized from the association, known within the school as "the club". He also claimed he had been denied access to the association's minutes, and that association members had been told not to speak to him.

He first joined the school - one of the Victorian government's best - in 1974. He was away on sick leave for all of 1982 and came back at the beginning of 1983. He claimed that on his return he had been given a resignation form, and had been shunned by his colleagues who wanted him to leave the school.

But the Victorian equal opportunity board has dismissed the complaint. In its judgment, the board said that while Mr Connaughton had been "assiduous in documenting actions he perceives as amounting to less favourable treatment of himself, he appears not to appreciate that his own actions were seen by others as unduly hampering the day-to-day administration of the school."

Mr Connaughton, who retired because of ill health, said he intends to appeal.

Most French children are already six by the time they start primary and most will have had three years of nursery school.

On the whole, French nursery schools deserve the international reputation they have earned for themselves. Now more than 2,300,000 two to six-year-olds attend nursery schools all over France including rural areas.

They are separated into three classes roughly according to age but come together for some activities.

Mary Follain

Plan to step up nursery intake

FRANCE

The French plan to increase the number of two-year-olds attending nursery school. At present one in three do so as opposed to nine out of ten three year-olds.

This and other objectives feature in a ministerial book, *Nursery School*, the third in a widely-distributed series covering secondary and primary schools. (A fourth on *lycees* or upper secondary schools will be published shortly.)

The book, which contains instructions or "guidelines" for nursery teachers, replaces the now distinctly old-fashioned jargon of the previous 1977 instructions.

Madame Andreé Platteaux of the Education Minister's schools' administration department says the 1977 instructions "introduced an atmosphere of permissiveness into the classroom and fostered the idea that it was enough to place children in a given situation for them to learn something. We are stressing the need for the teacher to remain master of the situation while encouraging children to participate."

The new instructions emphasize the importance of the teacher at this early stage and training for primary teachers will now take four years (two years at university plus two more at teaching college) instead of the present three.

Teachers are being encouraged to spend some time in both nursery and primary schools and teachers will now accompany their top nursery class on the all-important move up to primary. They will then continue to teach them for a year before returning to their nursery schools.

They are also urged to organize activities involving the two classes although the distinction between the two levels must remain clear cut.

The book outlines three main objectives: • Children must be accustomed to the idea "that school is a place for learning, with its demands, its own satisfactions and joys"; • Children must learn group behaviour; and • Children must learn "physical and artistic activities", "self expression" as well as "scientific and technical" ones.

But children will still have to wait until they reach primary school before they learn to read.

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(1987)

TALKBACK

Profits from open plan

STÉPHEN WARD

Linda Hall's article "Open and shut case" (TES, February 14) rehearses some of the popular, and obvious, notions about open plan primary school designs: children are easily distracted, average children "escape notice" by the teacher, children move around and develop "a butterfly mentality".

She does not, however, make clear what she means by "open plan". The photograph accompanying the piece of perhaps four teaching areas in an enormous barn-like construction, with teachers apparently attempting to wall themselves off from others with an assortment of cupboards and bookshelves, does give a particular view of "open plan" and, it would seem, a simplistic one. Surely, the reality of open plan schools is, in fact, a multiplicity of designs, many of which do have walls, partitions and partial screening which actually create small

and intimate areas where children are able to find themselves in a quiet and undisturbed atmosphere, as well as larger, more open areas which lend themselves to large group or class activities, and areas which are equipped for "messy" or noisy activities which are easily accessible to teachers but do not encroach upon quiet activities and which are available for common use. The point about open plan schools, surely, is to create flexibility for teachers and children.

So, I would want to argue that open plan schools can provide the best learning environment for children. But what of Hall's suggestion that teachers in open plan schools are forced into working in ways in which they might not find to be educationally beneficial to their pupils: "individualized learning, vertical banding, discovery methods and the integrated day all tend to hold sway in an open plan primary school".

Of course, the physical environment in which teachers find themselves will determine the ways in which they are able to organize children's learning. But what are the virtues of the box classroom which Hall seems to be recommending? This might contain 33 six-year-olds with the teacher trying to organize a balanced range of activities, some involving quiet individual work, some involving children talking



together and some making music or art. Such a classroom is suitable for class teaching with a very limited range of activities which are not mutually disruptive. Is the implication in what Hall is saying, then, that we should strive to return to this limited style of teaching?

I do not intend to undervalue teachers talking with a whole class, far from it, but I want other forms of learning to be possible too and the flexible arrangements in well-designed open plan classrooms seem to be best

for this. While Hall has found evidence to support the claim that teachers working in open plan schools are unhappy with the learning context which they are providing, surely we need to ask more searching questions about why this is so. Have we, as a profession, developed the skills and expertise required to make the best of open plan classrooms? How do teacher education courses deal with teaching in different classroom contexts? Do we know how to manage different kinds of learning

individually, in groups, with a class? The ORACLE research into primary classrooms would suggest that teachers we probably have a lot to learn about the way to organize and manage children's learning in groups. The picture which emerges from the and, of course, the 1978 HMI survey of a great deal of individualized learning or class teaching. It is not surprising that teachers have found their own ways of "coping" with different classroom situations from the ones in which they were taught as children.

We have yet to make a start on the systematic sharing of teachers' knowledge about working in primary classrooms. This must be in the form of in-service courses in which teachers are informed by what research has been done, pool their expertise and experiences to develop common understandings of good practice.

I am sure that Linda Hall will agree that we need these understandings to inform our students in teacher education courses. I am grateful to her for raising this issue. Days of current obsession with curriculum evaluation it is good to see debate about classroom organization alive and well.

Stephen Ward is course director in in-service, Bath College of Higher Education.

Older... but wiser?

JENNIFER DALE

Sitting in the quiet marking area of the staffroom, I could not help but overhear a senior member of the staff addressing the head of the P.E. The topic to which he devoted himself in all seriousness was in which two parking spaces in the car park he should be allowed to park the school minibus. The poor woman, to avoid damage to the minibus during lunchtime, had dared to park it in one of the hallways parking spots mysteriously reserved for senior staff and he had been delegated to solve this delicate problem.

Senior staff did not like the minibus near their cars for fear of scratches. One member had used that space for 25 years. The fact that there are no markings on the car park is irrelevant. Maybe I am over-reacting, but it seems to me that, in a school where pupils are currently taught every day without teachers, but because we cannot find teachers to fill the posts - to waste time on such trivialities degrades us as a profession.

I am not a radical young teacher who thinks that all members of staff over 30 should take early retirement. I believe that staffrooms are best that choose to be made known and teaching styles, wide range of ages and teaching styles, fair that they should get slightly easier classes and the better new cars. Good luck to them with their new cars. If you cannot have a smart car, I do not mind if they always sit in the same seat in the staffroom but it is not theirs by divine right.

If they introduce teacher assessment, it will be these senior members of staff who assess us. Why should I take criticism from a teacher who sends an entire class to me 15 minutes late without a word of apology because they have misbehaved in her lesson from another who has face-to-face screaming matches with pupils outside the staffroom door at a time when pupils out of class four at a time; another who humiliates heads of year in front of pupils. The list is endless.

I do not applaud our reaction to it. We moan, groan and bitch and when it comes to the crunch say nothing. What would happen to criticism of those closest to him? It is depressing and offends integrity, but what can we do? I like my job. I do not want a black mark against me for the rest of my working life. I depend on them for promotion. I want to be able to respect them anyway.

I have my vision of what education is about and I believe in the state system. If assessment comes in and they do sack me because I have not got to grips with the departmental computer, at least I want to be able to respect my executors.



Hands-on experience

Heather Welford on how babies have been helping Newcastle schoolchildren come to grips with parenthood

"Go on, pick it up."
"It's like you."
"It's 'she'."
"Well, she likes you then... pick her up!"

The gangling 15-year-old looked down at a nine-month-old girl. The baby had managed to pull herself up to standing by hanging on to his very muddy trouser leg; he was beaming almost toothlessly at him. He leaned forward and picked her up, holding her awkwardly but firmly on his lap. He could not say himself joining in with the rest of the class's delighted laughter - and the baby joined in too, clapping her hands. She was passed round "turn, man!" - most of the dozen or so boys of the group, while another baby, a boy of around a year, kept himself busy untying the girl's shoelaces.

For five years now, babies and toddlers have been regular visitors to the fifth form at Newcastle's Tyne's Heaton Manor school, a large white comprehensive a couple of miles from the city centre. Joan Thornton, head of personal and social development, values the visits as an important part of the guidance programme. She has had three, fourth and fifth years. Before the mothers come with their babies, the children have had two lessons on conception, pregnancy and parenthood. Says Mrs Thornton: "Each group gets a visit from at least one mother and baby - and where possible two, as that way they get an idea of the difference in people's experiences." Apart from bridging the gap between the theory of the previous two lessons and reality, Mrs Thornton sees other benefits, too. "It's valuable for children to learn that success in parenthood has nothing to do with academic ability," she says. "A mother may tell the group about problems she's had - the sorts of problems and babies) were an important feature of parent-

hood education, and whatever their 'performance' has been like at work or at school. She usually talks about the impact a small baby has on her family, and on her relationship with her husband." Commonly, a baby will give an indication just how demanding he can be by spending much of the lesson crying. "And," says Mrs Thornton, "it's quite often one of the less able pupils who manages to comfort him."

The visits are arranged through Mrs Thornton's contact with Newcastle's branch of the National Childbirth Trust (NCT). Many young mothers are keen to help children learn about babies. Joan Aarvold, co-ordinator of Newcastle NCT's links with the city's schools, says: "They remember just how green they were themselves before their own baby was born - and what a great shock it all was."

Like many others teaching what has become known as preparation for parenthood, she points out that real contact between young babies and teenagers is generally quite rare. During the secondary school years, younger brothers and sisters are likely to be well beyond infant school age, and older siblings have yet to produce nephews and nieces. Meeting parents and children in school can encourage more realistic expectations of family life in pupils who may be only a year or two away from parenthood themselves.

Aston University's department of educational enquiry highlighted current practice in five schools. In *Preparation for Parenthood in the Secondary School Curriculum* published for DES in 1983. Visiting helpers (including parents and babies) were an important feature of parent-

then I felt all these eyes on me. It took quite some time before I could even begin to relax." Ms Aarvold reports that it is quite usual for a mother to feel awkward and nervous, especially if her baby is still very young. "She may be worried about him picking up infections, for instance. And it may be difficult for her to allow obviously inexperienced hands to hold the baby even for a few seconds."

However, babies are wonderful ice-breakers. Most mothers seem gratified by the interest the children show, which helps overcome their nervousness. They enjoy sharing what Ms Aarvold calls the "positive side of parenthood" as well as the problems.

Common questions include queries about feeding, and about the effects a baby has on his parents' social life. Teenagers just starting to enjoy the freedom of clubs and discos, plus late-night with long lie-ins, soon spot the contrast with the young parents' accounts of sleepless nights and bewildering difficulties.

Joan Thornton would welcome far more fathers and babies into the classroom. The Aston University report pointed to exclusion of boys where parenthood education is limited to elements in courses followed mainly by girls. But even in schools such as Heaton Manor, where it is part of the core curriculum, more visiting fathers would be a positive move towards the idea that babies are more than "women's work". In the meantime, bringing small babies and teenagers together is increasingly seen as an important link between a pupil's school life and her - or his - life in the future.

Hazel Jones, a teacher in Kenton's home economics department, says: "The visits are very valuable - through them, we aim to help pupils explore and develop their own values and attitudes to family life, in relation to their important role as the parents of the future."

Pupils get the best value from the visiting babies if they are given the chance to talk to the mothers in smallish groups. And Ms Aarvold makes the point that a mother who needs to breastfeed a hungry baby is likely to be more comfortable in a small group.

Even so, coming into a classroom full of strangers can be very daunting for a non-teacher. One mother admitted to feeling "terrified" at first. "They all seemed to sit there glowering at me," she said. "The teacher introduced me and

The headquarters of the National Childbirth Trust is at 9 Queensborough Terrace, London W2 3TB, telephone 01-221 3833.



Mainstream lifeguards

CAROL FISHER

The Fish Committee, which reported last year on provision for special educational needs in inner London, was not able to quantify the number of children receiving special educational help within ordinary schools. It did, however, count those in special schools and units, approximately 3 per cent of the school population; 13 per cent of the teaching force was described as specifically engaged in meeting special educational needs.

Now, however, the coherence of the system is under review and the principle of integration strongly urged as a process. Special educational needs would be henceforth the responsibility of all teachers.

The feelings expressed by teachers, in special education and in the mainstream, are important. They are not always held so. Among the questions coming from teachers are:

□ What kind of separate educational provision will continue to exist and what kind of children will be placed there?
□ What are the new procedures and how will they work in practice?
□ Will mainstream classes in future consist of a markedly different range of children?

□ If so, what resources are going to be available to make the newly-defined job of mainstream teaching possible? Accurate answers cannot be given, as events are in the balance, but the responses are interesting, and indicate

clearly enough the possible shape of things to come.

The word "expertise" is much employed, generally and commendably applied to teachers at present working with children who have learning problems, who may be disabled, delicate or maladjusted, that section of the population wittingly described by the Americans as "challenged". Such teachers are pictured as having specific skills and experience - which is undoubtedly true - but when you start calling skills and experience "expertise" other notions are smuggled in, which may not survive separate examination.

The two most obvious of these are that skills and experience are somehow free-floating and that the skilled practitioner can pass these on, if and when, required to. Besides which, the abilities that a teacher in special education may have developed in order to teach in that context may not be especially helpful to a colleague in the mainstream who is expected to educate special educational needs children within a class of perhaps 30 mixed-ability individuals.

And if this last prospect alarms any of us we are told that we underestimate ourselves. Teachers have little control over the conditions of their work and the repeated assertion that they can do it, although superficially flattering and a definite appeal to professional pride, in fact represents overt and unkind pressure.

Where children are the subject of a statement, as a few in the mainstream now are, there is some formal recourse to the local education authority for specific resources - perhaps an additional teacher or ancillary worker - but there are many SEN children who do not have the protection of a statement.

It is here that teachers, headteachers especially, can make a stand. One of the avowed aims of the Fish initiative is

to eliminate the piecemeal quality of present special educational needs provision. Already there are cases in several authorities where children, without formal assessment, have been allotted here a few hours of ancillary help, there a part-time teacher, without the full procedures as envisaged in the Warnock Report (and given legal force within the 1981 Educational Act) being undertaken.

Here is piecemeal provision indeed, and only the teachers who actually deal with the children are in a position to do anything about it. If children are put into your care for whom you think extra educational provision is necessary, especially if they are not statemented, it is imperative to document the difficulties (daily if necessary) to make sure that your headteacher knows in detail, to inform the educational psychological service in writing, and to press for appropriate action.

Schools would be wise to share all

problems fully with parents since apart from the obvious professional desire to involve them in their children's education, they are a potent force when it comes to persuading an education authority to act - they have the right to request a full assessment, for instance, where teachers can only advise and recommend.

Since we do not know how much separate special education provision will survive the present upheavals it is probably pointless to expect that children will be placed elsewhere when they break down in school, but teachers can make sure that the reality of integrating those with educational difficulties into mainstream education, is made known and action is forthcoming to ensure that those children, and their contemporaries, and their teachers, are fairly treated.

Carol Fisher is the special needs teacher at Earlfield Junior School, Wandsworth, south London.



Making the break

ALEX SANDERS

An advertisement for a one-day course, on changing careers, run in conjunction with the Industrial Society's Pepperell unit, caught my eye. I had never heard of the society or the unit before, but the course sounded just what I had been looking for. For some time I had been increasingly dissatisfied with my present job, but could not see a way out.

My initial attitude was cautious. I had already changed careers once, and now in mid-life, cynicism was part of the armoury. Acquired to conceal lack of confidence, boredom and dissatisfaction. But the conference proved a tremendous morale booster and very constructive.

About 100 women attended from all kinds of backgrounds and professions. The biggest group among them being

one speaker called us.

The speakers were women who were successful in their careers or who had the courage to make far-reaching decisions regarding their jobs and/or private life. There was the Independent Broadcasting Authority executive who spent two days before her interview for her job in her local library learning all about broadcasting; another executive who made it to the top with "only four Irish O levels" and who now controls a budget running into millions of pounds; the consultant who shed a parasitic partner and who eventually found her feet in the very competitive field of textile management.

Another speaker told us she found her last job so restricting and unrewarding that she had decided to give it up and become a taxi driver for a while. It would help pay the mortgage and keep body, if not soul, together - while she was taking stock of the situation and planning her next move.

Why is it that so many women already in jobs are keen to change career? Julia Cleverdon of the Industrial Society provided some of the answers. Britain has the largest female workforce in Europe and it appears that women in this country now spend less time away from work, bringing up

As one marriage in three ends in divorce, husbands are no longer considered a meal-ticket for life. More and more women have to support themselves and their families.

Forward-looking companies are not backward in trying to cash in on this bonanza of human resources and skills. One of the big banks has a scheme so women can stay at home for up to five years with their children and, provided they return for a three-week course every year, are guaranteed their jobs back at the end - and a place on the promotion ladder! Other firms now offer excellent crèche and nursery facilities to encourage women to stay with them.

Another trend apparent in the last few years is that the workforce must be more flexible and people must expect, and be ready, to change - not just jobs but careers also and even places of residence, more than once. Flexibility is the key word: skills and experience learnt in one field can be easily transferred to another. One of the speakers told us she had wanted to move from buying to selling. She was shortlisted by a well-known biscuit manufacturer, and the final interview was proceeding quite well when the \$64,000 question was asked: "What

"None," she replied. Yet for years she had been selling comfort to the dying, hope to the sick and courage to the malmed. Selling a well-known brand of biscuits to those who wanted them would be child's play for her!

We went to cast ourselves in the "professional mould" or simply to label ourselves "teacher", "nurse", "social worker", "teacher", "civil servant". We dress and think accordingly. We seem unable to make the mental transition from social worker to management consultant.

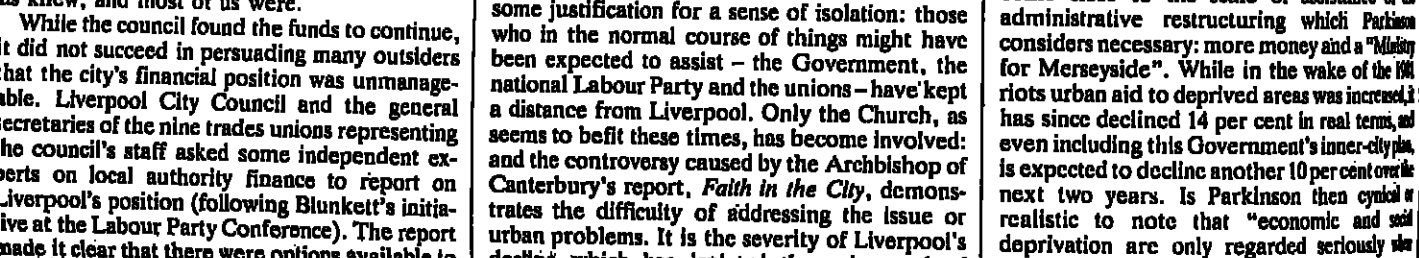
Time after time the guest speakers gave us examples of how they had made this transition successfully, and more than once. Women tend to hold back and undersell themselves, or fail to project the right image. When we were asked to estimate what we were worth in salary terms, not a single delegate thought above £20,000. Yet most of those present had high academic qualifications and a multiplicity of skills and work experience.

The message was clear: if you have half the qualifications, apply! If you are half-way there, go for it! The speaker with the four Irish O levels summed it up as "know your own worth".

Alex Sanders teaches in Heston.

Hilary Stonefrost on political fantasy and urban reality

The resultant book knocks the Trinity into a cocked hat, for it is more than three in one: it is at least six in one, and it leaves a reviewer wondering what self-revelation he may commit when he decides which of the six to write about. The book is an autobiography, imperfectly disguised by the 18th-century idiom, and imperfectly



By Pierre Watter

It, in pieces, a feminist tract; a whole feminist essay could be written on the incongruities, real and perceived, of calling a picaresque novel "The Adventures of Thomasina Jones". Last, but perhaps not least, it is a rollicking send-up of all these things and of the author who wrote them: a woman who would have been "happy to go to my Own Hamelin, as the old song says."

some justification for a sense of isolation: those who in the normal course of things might have been expected to assist – the Government, the national Labour Party and the unions – have kept a distance from Liverpool. Only the Church, as seems to befit these times, has become involved: and the controversy caused by the Archbishop of Canterbury's report, *Faith in the City*, demonstrates the difficulty of addressing the issue or urban problems. It is the severity of Liverpool's drooping

administrative restructuring which Parkinson considers necessary: more money and a "Mildred for Merseyside". While in the wake of the 1981 riots urban aid to deprived areas was increased, it has since declined 14 per cent in real terms, and even including this Government's inner-city plan, is expected to decline another 10 per cent over the next two years. Is Parkinson then cynical or realistic to note that "economic and social deprivation are only regarded seriously when

world has really changed more since the Fifth than it did in the 200 years before that, or whether what we have here is simply the Old Eve, unchanged since the day of temptation. The book does not carry the conventional disclaimer that any resemblance to any living person is merely

This goldmine of common-sense advice and wide-ranging information should find a place on the reference shelf of every self-respecting modern language department. Written and

out in a manner which facilitates either continuous reading or dipping in for a particular topic. The argument flows sequentially (first days in school, class organization, lesson preparation, homework and marking . . .), whilst each section is clearly subdivided into four main reading and writing

time translator: "If your only language is French and your only specialization is literature you can just about forget it. If your language is Finnish and you specialize in marine engineering, you may have a marketable skill." Of the cassette-player that lets you down at the last minute: "Don't waste ever-

up to date (*Triptych* is not Claude Simon's "most recent novel", for example, as the bibliography shows).
Robin Bu

John Warren

beginners studying to present O level standard (Part 3 is yet to be compiled). The publishers maintain that "topics, notions and functions" are in accordance with suggested syllabuses for 1988 GCSE examination, though course is designed by French authors for pupils of all nationalities. T

Book 1 consists of far more illustrations than text. There is much emphasis on amusing strip cartoons, most devoted to the mysterious activities of *Gamma* ladies projected from outer space in something akin to an oversized pumpkin. After prefatory initiation through pictures, there is a brief

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ARTS

Philippa Davidson talks to violinist Nigel Kennedy, who next week launches the regional auditions for the National Festival of Music for Youth

Time to take note

Many young people are put off music at school, says violinist Nigel Kennedy, because rigid teaching methods and narrow syllabuses stamp out individuality and kill the enjoyment of music-making. The eminent young soloist is likely to be equally hard on the educational system and its cutbacks when he launches the regional auditions of the 1986 National Festival of Music for Youth next Tuesday.

Despite having enjoyed a privileged music education, Mr Kennedy is none too happy that schools such as the Menuhin school, at which he was a pupil from the age of seven, are forced to exist outside the state system. "Somehow it should be possible for everyone in a state school to have the opportunity of tuition to the standard of the specialist music schools - without paying for it."

When he became one of the Menuhin school's first pupils in 1954 the piano was his instrument, but he quickly turned to the violin under the influence of the charismatic Menuhin. The school had, and still has, a policy that no child with talent will be turned away if his or her parents cannot afford the fees, and Menuhin himself paid for the boy's tuition.

His years there were not particularly happy, clouded by the break-up of the family home and feelings of isolation at being separated from children of his own age (at that time the school had only 40 pupils). "I'd rather have gone to a normal school," he says. However, the Menuhin school did bring him his first contact with jazz violinist Stephane Grappelli with whom he was to play at the Carnegie Hall. As well as being a leading exponent of the works of Walton and Elgar, Nigel Kennedy is also a well-known jazz musician. He has just achieved the unusual distinction of being the only classical musician to win a British Phonographic Institute award for his performance of the Elgar Violin Concerto.

"Recently I've become rather disillusioned with jazz," he confesses. "That's why I've turned to pop." He was, however, busy practising for a recording session in which he will be playing a Bartok violin sonata coupled with Duke Ellington's "Black, brown and beige". "Well, why not? They both used their background as a source of inspiration." His new contract with RMI gives him scope to work on his own projects with pop musicians "on an equal footing" - an experience he

clearly relishes. The phrase "Dislike of being told what to do" crops up frequently in conversation. Mr Kennedy's view of the educational system is admittedly coloured by the reactions of the pop musicians with whom he works. "These are the people who should be teaching in schools," he says. "After all, it is up to teachers to relate to pupils' music, not the other way around." Schemes such as Birmingham's Adopt a Player were, he argued, a step forward in music education.

If his picture of school music is secondhand, he knows from experience that music competitions can either make or destroy a young soloist. He is proud never to have been a BBC Young Musician of the Year, although his career has almost certainly been helped by the exposure he received on a series of BBC documentaries in the Seventies. Competitions he dismisses as "an invalid means of selection" and "conceding to players". "Music is a matter of communication and interpretation and cannot be judged; technique, once players have passed a certain level, is beyond assessment". Schools Proms are events which he remembers warmly, having performed at two of them. On one occasion the over eager audience clapped in the pause before the cadenza in the first movement of the Mendelssohn Violin Concerto. "I didn't mind. At least it proved they were listening."

Nigel Kennedy attributes some of his achievements to the fact that his parents gave him access to music. He also admits to stubbornness and "not listening to what teachers said" - advice that most teachers would be reluctant to pass on to their pupils. The regional auditions for the 1986 National Festival of Music for Youth begin at 10am in the Queen Elizabeth Hall on March 4, with 400 young musicians from London and the south-east taking part. Among the bands and choirs hoping to get through the qualifying round are the Ashford Guitar Orchestra, two orchestras from Putney High, and a group from Sevenoaks primary. Nigel Kennedy speaks at 12 noon. Schools wishing to attend (entry is free) should contact NPMY on 01-730 2628.

The National Festival of Music for Youth is sponsored by The Association of Music Industries, Commercial Union Assurance, Marks and Spencer and The Times Educational Supplement. The regional auditions are sponsored by W H Smith.

Thunder

Macbeth.
Liverpool Everyman until March 1

Macbeth at the Liverpool Everyman is a production of blood and thunder, a piece of punkish witchy, high on gore and spectacle but low on poetry. The Walford has done a magnificent job in bringing full houses of young people to the theatre since she took over the Everyman, and she has pulled them in to see classics, finding a market between the Playhouse and the Usher. The selling point is that classics, from most recently, and now Macbeth, are given a scissors, glue and glitter cut to under two hours with plenty given to scenes which lead themselves to the house style of operatic grandeur, fantastical sets, eerie lighting and atmospheric music. The problem is that the visuals distract from, more often than emphasize, Shakespeare's language. This production does not tackle the central problem of how to get a television-fed generation to listen to the power of words.

Claire Lynch's set focuses on "hated death". Crazy platforms of rock music upwards at angles to provide a multi-level playing area of tilted planes, with whole saplings twisting out of every cranny. An advantage of the three-sided stage is that lighting, here by Brian Harris, can cast huge shadows of Macbeth on the walls behind the audience's heads. Paddy Cummins' music is effective when electronic, but bafflingly Hawaiian when played on a specially made tom-tom and pipe.

Glen Walford's interpretation of Macbeth as Action Man makes him a psychological study of evil, a madman against her. Over-use of top blood, and of a pool into which the main protagonists are forever falling, organically, raised hoods of devotion in the schools audience. The respect and attention was held by the actors who did not shrink and bark about, but spoke with conviction and thoughtfulness. Ralph Brown's Macbeth, Bob Hewis's Macduff and Andrew Mackintosh's Malcolm, whose moving English scene proved that stillness and the spoken word can create the most enthralling theatre.

Charlotte Kealey

Well Brecht

The Resilient Rise of Arturo Ui.
Crucible Theatre, Sheffield until March 8.

Brecht wrote *The Resilient Rise of Arturo Ui* in 1941; it took him three weeks. It didn't get the hoped-for American production, but it was again felt the moment was right to put it on. It wasn't until 1959, three years after his death, that it was first produced.

He feared "the comic element" might "preclude the horror", and that the nature of his parody, Hitler and his colleagues as Chicago gangsters, was taking over as the Chicago gangster movie, might belittle the historical reality. He was right to be concerned, but in Kay's excellent production it is never a possibility.

Everything works. For those who don't carry every detail of the collapse of the Weimer Republic in their heads, the programme notes are clear and helpful. The set and costumes are newsworthy black and white, are simple and effective. The staging is simple and fluid.

Discs give the kind of high-dispirited performance that is difficult to achieve without a personal company. There are some brilliant funny moments, but the audience is made to pay for every laugh. The horror is never very far away.

David Ross as Ui keeps well away from caricature. It is a fine performance. He dominates the production, but doesn't unbalance it. The Hitler character is gradually more of a figure, but Ross uses their power to make them have to sit through a bad time. The production is purgatory; to be honest, when everything goes right, it is not worth remembering.

Nick Webb



Birds of passage

Gillian Klein on 'Caribbean Focus', a Commonwealth event of 'unprecedented ambition'

The Commonwealth Institute is bringing the Caribbean into focus in a project of unprecedented ambition. From next month and throughout 1986 creative talent from the Caribbean will be flown in on a vast scale - artists and musicians, dancers and singers, writers and poets, authors and storytellers.

Some are of local repute, others, the "Jamaica Labrish" poet Louise Bennett, are internationally known. The creative talent among the Caribbean community in Britain will also mobilize. As co-ordinator Alex Pascall says, "It isn't just song and dance".

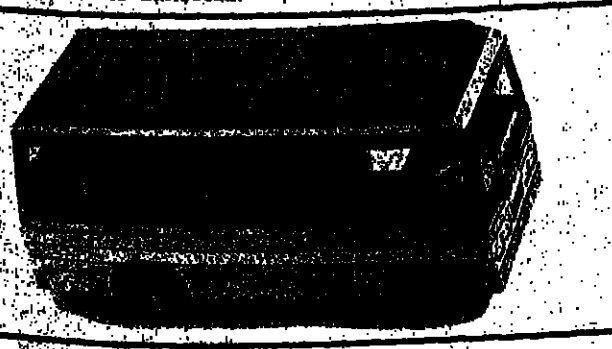
Caribbean Focus is the Commonwealth Institute's proclamation, a chance to widen our vision while sharpening our focus. It offers schools a forum to work with their local communities in enhancing the curriculum at all levels. It allows all-white schools to taste some of the fruits of Caribbean culture, taking them well beyond the stereotypical palm-tree image which may still prevail.

As schools in all-white areas attempt to respond to the recommendations of the Swann Report on Education for All, to prepare all children for their place in our multicultural society, what many try out for initially are the resources. Now these are available. Unlike the memorable "Festival of India", *Caribbean Focus* is not just a series of events, exhibitions, seminars and performances at the Commonwealth Institute itself. But the aim is to bring people in all parts of Britain to focus on the Caribbean.

Other regional centres already have programmes in hand. The Solent area will hold a festival in the summer, as will Merseyside in the autumn. Leicester is actively engaged and so are other regions, from Bath and Bucks to Newcastle and Wolverhampton. A list of regional contacts is available from the Commonwealth Institute - and those centres which have only now got under way should submit a brief report of their plans for the next C.I. Newsletter. Ultimately the scale and success of the Focus will depend on the enthusiasm and effort in each region.

This is not to say that teachers and local communities will have to do it all themselves. During June and July a train, provided by British Rail, will be available at six different stations for three days each. It will contain a display of Caribbean products and tourism, an "educational facility" and a Caribbean bar. But the venues preferred will be where local communities can publicize the train extensively to schools and businesses and are prepared to allocate a person to the project and to use the resource imaginatively.

Then there are visiting performers. Paul Keens-Douglas's "Tante at the Oval" is only one of the artists; storytellers and other skilled Caribbean artists will be available to schools around the UK. The Casablanca Steel Band will give workshops between their two concerts at the Royal Festival Hall on March 3 and April 6. So will Sisters from Jamaica and other theatre companies participating in the Caribbean Theatre Season in October.



The bus, child's toy from Jamaica

RESOURCES

The exhibition on the Amerindian Heritage, which will be at the Institute from April 18-May 25, will be available from July onwards for other venues, and two Amerindians are coming to Britain to give demonstrations of Basket (rubbish) working and weaving. The Caribbean Crafts Circle will also tour with workshops and seminars to encourage appreciation of the work of black artists here and abroad.

To bring these and other initiatives through the school gates will require some financial commitment. Details can be obtained from the Institute, but funding for local co-ordinators and administrators can be applied for from the Home Office under Section XI. They have agreed to fund up to 56 per cent of the cost of posts lasting one year, leaving the relevant authority to supply the remainder.

Equally important is the curriculum development in the school that surrounds such a visit. For schools to take full advantage of the expertise and skills made available during *Caribbean Focus*, the curriculum will need to be extended. This could be done in many subject areas. A study at upper school level of the Garifuna people of Belize, who have links to France and Spain, could, for example, involve history and geography, or social studies, language and art.

More discrete teaching units are offered by the programme for the summer term, *The People Who Came*. Co-ordinated by a Guyanese-born teacher, Doris Harper-Willis, this stresses the diversity of people in the Caribbean and the resultant culture. For older pupils there is *Caribbean People in Profile*, dwelling on people of historical importance, and *Caribbean Personalities Today*, running from May to September.

Printed resources will be essential for teachers. The vast library of the Commonwealth Institute itself provides a loan service, and local library support services or multicultural resource centres could also help. The Institute library is also mounting two exhibitions, *Teaching about the Caribbean* from June 9-14 with a seminar on June 11, and *Caribbean Writers and Writing*, throughout November, and edited by a two-day seminar on "Library Responses to Caribbean Communities" (October 21-22). A *Checklist of Caribbean Literature* is available for £1.50 and two free publications are forthcoming: *Commonwealth Bibliographies* (March) and *Teaching about the Caribbean* (June). Some Books are also planning events and exhibitions relating to the Caribbean throughout May and June.

Currently, objects reflecting domestic, industrial and cultural life are being collected around the Caribbean for use in educational programmes at the Commonwealth Institute and UK schools. BBC radio is contributing, with four documentaries on Radio 4 and a collaboration with local radio stations via Radio 2.

At the Commonwealth Institute the innumerable events begin on Saturdays in March with a film and discussion series - on *Culture and Identity*. Caribbean educators will be contributing to the conference on "New Development in TVEI in the Caribbean and the UK", on March 12-14. For the exhibition of *Caribbean Art Now* (June 12-July 31) expert professional contacts in each region have made it possible to reflect the astonishing diversity of art to the highest standards. Other exhibitions include *Jamaica: Initiative Art* (August 14-October 5), *Traditions: House of the Caribbean* throughout September and, coinciding with the Notting Hill Carnival, *Carnival Costumes*.

There is cricket in April and cookery on business, on women, and on libraries. Caribbean musicians and dancers will occupy the Holland Park Music Village in the first half of August, followed promptly by the Jamaica National Dance Theatre Company at the Royal Festival Hall. But the entry will only be truly nationwide and truly educational if, by the end of 1986, everyone in Britain has had the chance of contact with Caribbean culture and gained a better understanding of all it has to offer. There seems to be something for everyone; there is certainly a rich source of material for schools.

For full programme to date, list of regional organizers or details of the range of competitions being sponsored, write to: Commonwealth Institute, Kensington High Street, London W8 6NO. (Tel: 01-603 4335).

Heavy demands

GCSE: Religious Studies
Teachers' Guide, free to teachers
Secondary Examinations Council,
Newcombe House, 45 Notting Hill
Gate, London W11 3JB.

This 48-page book is primarily intended for in-service sessions to help teachers prepare for Religious Studies at GCSE, and it is as well to remember this when reading through it. Divided into four sections (Religious Studies at GCSE, differentiation, the place of course work, and assessing course work), it is not an easy read. The reader needs enthusiasm and commitment to follow the closely-reasoned text; it is difficult and really does require in-service sessions to tease out the implications of the new examination for RE teachers. The section on "differentiation" is the least convincing, though this may not be the fault of the author, as the whole issue of differentiation appears confused and confusing.

The book as a whole does not give one confidence that examiners will be

able to set questions appropriate to the ability range of the pupil and one hopes the examining group will be conducting their own in-service training for examiners and Chief Examiners. Some of the sample questions chosen to illustrate a point do not suggest that the examination will be free of testing problems or that teachers will know how to respond if these samples are typical. There are some very useful examples of course work; most teachers will be able to use one or more of these as a model for the work in the classroom, though they will not please everyone.

The author has done exceptionally well to cope with a difficult situation. If the book appears unconvincing, then the examining groups should be looking to their own boards to see if their procedures are appropriate. The major impression left by this book is that examining at 16-plus will be difficult, making heavy demands upon teachers but even heavier demands upon examiners and examination boards. I hope the latter recognize and respond to the problem.

Alan S Brown

notes

TIMBER!

A series of wallcharts on timber and wood technology has been issued by the Timber Research and Development Association. The four colour charts deal with how a tree grows; timber structure; moisture content, and timber drying.

They cost £3 each or £10 per set and can be obtained from TRADA, Stocking Lane, Hughenden Valley, High Wycombe, Bucks HP14 4ND.

ENGINEERING PACKS

SIC have produced an engineering pack for use in secondary schools. It consists of a colour poster and six information cards, and is designed to give information to school teachers and students about the engineering industry, the careers it offers to young people and the qualifications employers look for.

Published by Education and Training Department, SIC, 190 Strand, London WC2R 1DU.

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Hero's welcome

The Black Jacobins. By C.L.R. James.
Tallant Theatre Company. Directed by Yvonne Brewster.
Riverside Studios until March 15.

C.L.R. James, Caribbean historian, Marxist, cricket lover, scholar and Grand Old Man of literature and politics, says disarmingly in the programme for *The Black Jacobins*: "I am not a dramatist by nature or inclination. But a play was required... This book of the same title, with its detailed and stirring account of the slave revolution in San Domingo (modern Haiti) and its heroic leader, Toussaint L'Ouverture, could hardly, it is true, be matched by a play on the subject. Both first appeared in the Thirties, Paul Robeson taking the role of Toussaint at the Westminster Theatre 50 years ago.

At Riverside, the play is revealed as elegantly turned but episodic, lacking a distinctive climax and leaving one



wanting to know more of Toussaint. (From an educational point of view this is a good fault: the book is the obvious next stage.) It is given a spirited production under Yvonne Brewster's direction. The large cast and solidly atmospheric set (designed by Andrea Montg) transform Studio 1 - a barren waste in the wrong hands - into the 18th century Caribbean island, seething with revolutionary fervour, heat, voodoo, triumphant success and political machinations. There is some excellent acting, especially from Norman Beaton as Toussaint, Mona Hammond as an independent-minded Mulatto woman and Trevor Laird as Desalines, Toussaint's more ruthless successor.

The play is the centre-piece of a festival which includes an exhibition, modest but informative, of C.L.R. James' life and work and a series of lectures and films. For anyone undertaking courses in Black studies, 18th century history or modern politics various elements would be useful. (Details on 01-774 7251.)

Heather Neill
The Black Jacobins is published by Allison and Busby at £4.95.

Greek and Latin

Next week we offer a critical survey of all the available texts.

Blood count

Vampirolla
Half Moon Young People's Theatre.
Touring London until March 22 (Tel: 01-790 6105).

On a cycling tour of Carpathia a young man with the tones of a Simon Callow and the verbal patterns of Dr Watson comes across a castle containing a beautiful undead countess. She is looked after by a Scottish maid escaping from charges of corpse eating and amicably haunted by her more or less dead father, the last male vampire from the line of Vlad the Impaler.

Whether or not you think cannibalism, necrophilia and vampirism suitable subjects for young people's theatre (and it's worth pointing out that all these fruity atrocities are depicted verbally rather than through stage action) it's hard not to be provoked and entertained by Angela Carter's role-reversed *Dracula* script. The fact that the play comes from a recent radio drama original is fairly apparent and, at first, slightly off-putting. The language, beautifully handled by the four-person cast, seems

too rich. But Sara Van Beer's direction is simple and clear, and the style of presentation - direct, if a little mannered - doesn't detract from Ms Carter's gruesome mix of fantasy and fact. The tension of the piece is held by the prospect of the effect of a male virgin's blood on a female vampire, and at the same time we are amused and instructed by some intriguing documentary material. Particularly provocative is Henri Blois's true-life defence of necrophilia over what he saw as the bourgeois hypocrisy of marital sex.

At the heart of the piece is a historical perspective. It is our virgin hero's genuine love for the countess that kills her, not silver bullets or a stake through the heart. And his return to civilization coincides neatly with the assassination at Sarajevo, an event which heralds the advent of a more evil form of blood lust.

My one reservation is about the casting. Josette Bushell-Mingo is excellent in the role of the hero, but the casting of a black actress in the role of a white upper class hero through us side issues that are entirely irrelevant to Ms Carter's erotic intentions.

Nick Baker

Unfaithful

On ne badine pas avec l'amour.
Jeanette Cochrane Theatre.
Berridge House.

The Westfield College group Les Pinsons specializes in doing French plays chosen from the University of London. A level syllabus in previous years they have performed *Les Femmes savantes* and *L'Ecce Homo*, and they are planning a production of *L'Amour*, so this year's *On ne badine pas avec l'amour* was a break from a diet of Moliere. A change, Musset might have observed, it is as good as a rest, but it needs a special touch to revive his comedies of *proverbes* successfully.

It should be said that on the evening I saw the production, it had been transferred to Berridge House after an earlier leak, about the *Jeannette Cochrane Theatre* production that the

some props, and they did very well to manage a performance at all in the circumstances. But this did not explain the playing of Musset's light comedy as slapstick which, though it might appeal on one level to a school audience, distorted the text, at times, to near incomprehensibility. Emphasis is conveyed differently in spoken French and in English, and the following of lines by the comic characters (Maitre Blazius, Maitre Bridaine and Dame Pluine) was not faithful either to the language or to Musset.

The two lovers, on the other hand, achieved the right mixture of feeling and insolence, in particular Sarah de Nordwall who acted Camille with genuine conviction. There was effective support, too, from the villagers, played by two accomplished musicians (Mark Bill Bailey and Peter Furniss). It was a pity that some of the thought that had gone into choreographing their parts was not applied to the treatment of the main comic roles.

Robin Bliss

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MEDIA

Options

SCHOOLS TELEVISION
Past 13: Choices in the Third Year
BBC2, Mondays 9.38am
Teachers' notes and worksheets
accompany the series.

"I am not too good at art - but I'll take it because my friends are taking it."
"Don't let your friends influence you."
"It was one of the most important decisions in my life." These are three comments, from the Past 13 series (the replacement series for *It's Your Choice*) which focuses on the dilemmas and pressures that face most 14-year-olds when they choose their subject options in the third year.

One of the great limitations of the English education system is the early specialization that restricts choices in later life. It can be argued that the over-emphasis on third-year options needs to be reassessed because of the significant shift in post-16 education and access to it. However, programmes such as this can help teenagers to think about the broader issues involved in option choices.

The first of these five programmes is "Choosing for What?" which covers a range of courses, training and job areas. The second, "How to Choose", takes a group of fourth-year drama students who act out some of the pressures that option choosers will encounter, not just peer group pressure but persuasion from parents and teachers. The key point this second programme makes is the necessity of broad-based choices.

"What to Choose" centres on how two third-year pupils choose their subjects and what happens to some fifth-year pupils as a result of their choices. Programme four, "Can Girls Choose Like Boys?", is much the most important, because it illustrates the appalling stereotype attitudes that persist. When asked, a girl said that if she were a man she would want to be an advertising executive (like her father). A boy, asked what he would do if he were a woman, replied that he would be at home doing domestic chores.

The message from this programme is that schools, particularly through the options system, have to work with parents, other educational institutions and employers to reinforce equal opportunities.

The final programme, which can be shown at parents' evenings, is the weakest. Although it has useful information about the GCSE and how parents can involve themselves in the options process, there is a condescending and misjudged description of the "ideal parents" who preferably "come in pairs". This view unintentionally shows why schools are off-putting places for many parents and act as a barrier between them. After all, it's the pupils taking the options.

Richard Evans



Logo logic

Richard Noss looks at a computer series that puts the young child in control of the machine

SCHOOLS TELEVISION
Seeing and Doing: Computers
ITV, Thames Television
Tuesday 11.10am; Thursday 11.03am.

Seeing and Doing: Computers is a series of five 15-minute programmes aimed at the primary age range. Each programme is based on an approach to computing which puts the child firmly in control of the machine, and which provides a starting point for potentially unlimited exploration.

The programmes cover robots, Logo turtles, wordprocessing, control technology (programming in Logo) and sprites (Logo programmable animation). In choosing these themes (rather than the more usual dose of "educational software"), Thames TV (or rather their advisers from the Wallasey Logo Project) have provided simple reasons for teachers and their pupils to view the programmes.

At the time of writing, only two programmes have been shown, but the format seems clear. Ascl and Byte, two travellers in a passing space ship, act alternately as clowns (when they deliver thinly-veiled lessons about computers) and commentators (over shots of computer activity in classrooms, projected on the spaceship's video screen). The programmes are accompanied by well-prepared teachers' notes, which serve to what

the appetite further and to suggest classroom activities which can be integrated into the computer work.

The first programme ("Robots") provides a quick introduction to a "Robotix" lunar explorer, Big Trak (with the gun delightfully replaced by the children's own cardboard lorry), and a Talking Computer. Unfortunately, the usefulness of the classroom sequence of the Big Trak activity is severely limited by the teacher's heavy-handed interventions which seem to leave the two little boys involved somewhat bemused.

The second programme ("Turtle Talk") deals with Logo and the turtle. Here the classroom sequences give a flavour of the atmosphere of Logo classrooms, and indicate the kinds of activities which teachers might reasonably expect to occur in their first turtle lessons. Meanwhile, back on the space ship, Ascl and Byte deliver a lesson on turning through 90 degrees - what a pity, when so many children can make that discovery for themselves.

I have two general criticisms. For some unaccountable reason, the notes for "Turtle Talk" inform the teacher that she needs a BBC Micro. Indeed, the only computer seen throughout the first two programmes was a BBC - I had to check the notes to convince myself that this was a Thames production rather than one of Auntie's. Logo exists for practically every make of

computer used at home or at school, and control Logo is available for each of the three commonly-used computers in schools. I do hope that teachers with other kinds of machines will not be misled.

Second, I was surprised and disappointed that both Ascl and Byte were male and that, as far as I could see, there was not a single black adult or child in any of the classrooms (and these in Walsall). I had thought that Thames understood the need to challenge the all-white male stereotype which bedevils the teaching of computing in schools; it appears I was wrong.

Overall I am afraid that the programmes fail to live up to their promise. The failure is not one of design, it is one of implementation. Thames seem, quite simply, to have produced these programmes on the cheap. Fifteen minutes is a ludicrously short time in which to present a range of deep ideas, and the tiny snippets of classrooms may unwittingly encourage the view that computers can be "injected" into the curriculum like a new blackboard.

The teacher's notes try to overcome this problem by suggesting that teachers "do not attempt to cover all the activities demonstrated in the programmes at once, or even across 12 months". In this, as in other respects, Thames received good advice from the Walsall team. It is a pity they did not carry through its logic.

Hugh Davis

Old buddy

SCHOOLS TELEVISION
Buddy
BBC2.

It was meet and right - and not a little brave - of the BBC to dramatise the Hinton novel *Buddy* in the English slot. Right, because it is one of the best novels for adolescent readers to have appeared in recent years, brave, because its themes are potentially explosive.

Although he is in the Express ("Grammar") stream at school, Buddy Clark is growing up in a different world from that of his class mates. They are regulation grey trousers, his turn of mind is different, he has a tatty carrier bag. What he has is a father who has been in prison and is involved in petty crime, while his mother has left home. Strongest, even when encountered between the covers of a book (Puffin Plus, £1.50). Transferred to the screen, it needs very careful handling - one reason, perhaps, why the book was taken up by Schools Television and not by Children's Television.

It got it. The adaptation (by Hinton himself) stuck very close to the original story. It did not dilute the more sordid aspects of Buddy's life. We actually saw him shoplifting in a store - but neither did it romanticize him; when his mother called him a thief, Buddy was reduced to tears. Such strengths, however, have gone almost unnoticed. Virtually all the attention the series has received - and for a schools' programme it has received a lot - has been because of the presence of Roger Daltry in the cast. Was it a touch of genius or was it gimmickry which led to his being offered the part of Buddy's father?

Very definitely the former. We glimpse a glimpse of a man who has been in the past-Live Aid choir. Bob Geldof to present a programme on the Irish famine in a school series, the former lead singer of the Who was completely convincing and actor in *Buddy*. The subtle irony of playing a Buddy Holly devotee who well have been lost on an unspoken unspoken when he first emerged as the spokesman for his g-g-generation, however.

Even so, children would find his portrayal of Buddy's father more immediately recognizable than the character of Mr. Harrington, the class teacher. Overdrawn to the point of caricature, he was the weakest feature of both the book and the television adaptation. Surely there are teachers like that any more, teachers who are so completely out of touch with the lives of their pupils and who have never so much as heard of pastoral care?

Hugh Davis

A little puff?

ADULT EDUCATION
Passing Clouds
ITV Thames, February 26.
A Health Education pack, and booklets on "An Oral Project for GCSE English" and "An Historical Enquiry in GCSE" are available from the Community Education Officer, Thames Television, 149 Tottenham Court Road, London W1P 9LL.

Passing Clouds on Wednesday night was Thames Television's story of the

rise and fall of the cigarette, that "absurd but seductive little tube". And exploiting to the full the historical material now available to the documentary maker, producer John Taghliola illustrated just how seductive television can be.

Archive film, music, images and the eloquent reminiscences of Kingsley Amis, Jessica Mitford and Marie Perle combined to create a form of social history that was witty, informative and astonishingly affectionate. From Sir Walter Raleigh's discovery of tobacco, through the Crimean War, to the quelling of women in a government plot of the Second World War effort - "Not much use for powder now, but what's wrong with a little puff?" - the programme traced the ascendancy of the tobacco industry to its final fall in the fifties.

And what a fall it was, with the full

glamour of Hollywood behind it, the cocktail parties where, said the adverts, the right cigarette mattered as much as the right drink, and the outrageous gadgets for the businessman who didn't have time to reach for the pack.

But then in 1962 the death knell struck with the Royal College of Physicians' announcement that cigarettes could kill. The death knell for the victims if not for the tobacco industry. For the programme traced not so much the fall of the cigarette as the rise of the campaign against it, comparing the shock tactics of Norway's health education in school classrooms and their unlikely ambition to be a non-smoking country by the year 2000, with the hypocritical stance of the British government which issues health warnings with one hand while receiving £5 billion annual revenue from the tobacco industry with the other.

More than a quarter of 10-year-old children have had their first cigarette, there is a big increase in smoking between 13 and 16, and 31 per cent of 15 to 19-year-olds smoke. The statistics were all there, and the campaigners for and against had their say. But what remained at the end? The long, lingering image of a well-torn cigarette smouldering leisurely, the nostalgic recollection of that first aroma when it's lit, and Jessica Mitford's fond and availing memory of those "three de-licious Woodbines".

Gillian Macdonald

briefings

radio & tv

For schools

HISTORY FILE
(Monday, 10.38 BBC2)
"British Social History" begins with a study of Richard Arkwright and the first factories. Fourteen to 16-year-olds visit Cromford to see how Arkwright created a new industrial community there.

GENERAL STUDIES
(Mon, 11.40, Fri, 12.33 BBC2)
Is the news presented in an unbiased form? What guidelines do news broadcasters use? Sixteen to 19-year-olds hear the views of journalists and those who see bias in news programmes in the first of three films on the media.

WORDS AND PICTURES
(Mon, 14.00, Wed 11.00 BBC2)
"Trog and His Axe", a story by Ben Butterfield, helps five to seven-year-olds to recognize "ch" and introduces them to different tools.

REHEARSING FOR WORK
(Monday-Wednesday, 00.30 WBA)
A series suggested by BBC2 for use with 15 to 17-year-olds as they finish compulsory education. Helps prepare them for the implications of work experience.

MIDDLE ENGLISH
(Tue, 11.44, Wed 11.00 ITV)
The caricaturist Ralph Steadman looks at the various aspects of "Maidenhead". Asks nine to 12-year-olds to decide whether the face is "the mirror of the soul" or a protective mask.

STARTING SCIENCE
(Wednesday, 10.04 ITV)
A programme on helicopters for the over-eights traces the development of vertical take-off flight from the toy balloon through to the rotor blade.

WORDS FOR REAL
(Wednesday, 00.30 WBA)
How do problems of communication at work arise? A teachers' programme introduces four sets of documentaries, linked by a commentary, pointing out to 15 to 17-year-olds the ways problems have occurred and suggesting steps to overcome them.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant	Commercial Subjects	47	Appointments in Scotland	58	Science	67	Overseas Appointments	71	Educational Courses	78
Nursery Education	Computer Studies	47	Independent Schools	59	Other than by Subjects	67	Administration	73	Tuition	78
Headships	Craft Design & Technology	48	Headships	59	Colleges of Further Education	68	Local Education Authority	73	Personal	78
Other Appointments	Economics & Business Studies	48	Deputy Headships Senior Master/Mistresses	59	Directors and Principals	68	Administration General	75	Announcements	78
Primary Education	English	49	Art and Design	59	Heads of Department	68	Educational Psychologists	76	Conferences	78
Headships	Geography	50	Classics	59	Other Appointments	68	Examiners	76	For Sale and Wanted	78
Deputy Headships Senior Master/Mistresses	History	50	Computer Studies	59	University Appointments	69	Miscellaneous	75	Holidays and Accommodation	78
Heads of Department	Home Economics	50	Craft Design & Technology	59	Other than by Subjects	69	Outdoor Education	77	Home Exchange Holidays	78
Scale 2 Posts	Humanities	50	Economics & Business Studies	60	Speech and Drama	62	English as a Foreign Language	77	Field Study Centres	78
Remedial and Special Needs Teaching Posts	Mathematics	52	English	60	Religious Education	63	English as a Second Language	77	Partnerships	78
Scale 1 Posts	Modern Languages	52	Geography	60	Science	63	Appointments Wanted	77	Properties for Sale and Wanted	78
Middle School Education	Music	53	History	61	Speech and Drama	64	Adult Education	70	Community Homes and Associated Institutes	70
Headships	Pastoral	53	Home Economics	61	Technology	65	Other Appointments	70	Other Appointments	70
Deputy Headships Senior Master/Mistresses	Physical Education	53	Mathematics	61	Other than by Subjects	65	Youth and Community Service	70	Other Appointments	70
Remedial and Special Needs Teaching Posts	Religious Education	54	Modern Languages	62	Preparatory Schools	65	Headships	65	Deputy Headships Senior Master/Mistresses	66
Modern Languages	Rural Science	54	Music	62	Headships	65	Art and Design	66	Classics	66
Music	Science	54	Pastoral	63	Deputy Headships Senior Master/Mistresses	66	English	66	History	66
Physical Education	Speech and Drama	56	Physical Education	63	Masters/Mistresses	66	Mathematics	66	Modern Languages	66
Other than by Subjects	Technology	56	Religious Education	63	Headships	66	Scale 2 Posts	67	Scale 1 Posts	67
Secondary Education	Other than by Subjects	56	Science	63	Deputy Headships Senior Master/Mistresses	66	Scale 1 Posts	67	Scale 1 Posts	67
Headships	Sixth Form and Tertiary Colleges	57	Speech and Drama	64	Masters/Mistresses	66	Scale 2 Posts	67	Scale 1 Posts	67
Deputy Headships Senior Master/Mistresses	Headships	57	Technology	65	Headships	66	Scale 1 Posts	67	Scale 1 Posts	67
Remedial and Special Needs Teaching Posts	Deputy Headships Senior Master/Mistresses	57	Other than by Subjects	65	Headships	66	Scale 1 Posts	67	Scale 1 Posts	67
Art and Design	Headships	57	Art and Design	66	Deputy Headships Senior Master/Mistresses	66	Scale 1 Posts	67	Scale 1 Posts	67
Classics	Deputy Headships Senior Master/Mistresses	57	Classics	66	Masters/Mistresses	66	Scale 1 Posts	67	Scale 1 Posts	67
Special Education	Headships	57	English	66	Headships	66	Scale 1 Posts	67	Scale 1 Posts	67
Headships	Deputy Headships Senior Master/Mistresses	57	History	66	Deputy Headships Senior Master/Mistresses	66	Scale 1 Posts	67	Scale 1 Posts	67
Deputy Headships Senior Master/Mistresses	Headships	57	Mathematics	66	Masters/Mistresses	66	Scale 1 Posts	67	Scale 1 Posts	67
Remedial and Special Needs Teaching Posts	Deputy Headships Senior Master/Mistresses	57	Modern Languages	66	Headships	66	Scale 1 Posts	67	Scale 1 Posts	67
Art and Design	Headships	57	Music	67	Deputy Headships Senior Master/Mistresses	66	Scale 1 Posts	67	Scale 1 Posts	67
Classics	Deputy Headships Senior Master/Mistresses	57	Other than by Subjects	67	Masters/Mistresses	66	Scale 1 Posts	67	Scale 1 Posts	67

BRENT
LONDON BOROUGH OF
BLYTH J.M. & SONS
TOLKENS AVENUE, WEMBLEY.
Tel: 01-908 8008
Required as soon as possible.
A fully qualified and experienced NURSERY teacher (Scale 2) to be in charge of 40 part-time Nursery Unit.
London Allowance of £1,008 per annum is payable.
Brent is an Equal Opportunity Employer.
Brent is fundamentally committed to multi-cultural education.
Unless otherwise stated applications from the Head Teacher returnable within 14 days. (17068) 100056

OXFORDSHIRE
COUNTY COUNCIL
SLADE NURSERY
Tilpall Drive, Headington.
Tel: 01865 211111
Scale 3 (Deputy Head Status).
We are looking for an energetic, enthusiastic, trained and with substantial experience in early years education. Our school is well equipped with a good outdoor facilities, a caring reputation and a commitment to parents and the community.
Candidates must be interested in developing the curriculum in continuity with the Primary School.
Apply by letter, with full details to the Headteacher, 8AB please. (15627) 100056

BEDFORDSHIRE
EDUCATION SERVICE
DALLON JUNIOR SCHOOL
Church Road, Luton.
HEADSHIPS
From September 1986. Group of children aged 5 - 11 years.
HART HILL INFANT SCHOOL
From September 1986. Group of children aged 5 - 11 years.
Application forms and further details for both the above named posts from the Chief Education Officer, County Hall, Bedford.
Closing date: 7th March 1986. (15747) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
GRANDS COUNTY MIDDLE SCHOOL
Church Road, Farnham Royal, Bucks. MK18 1AP
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher with effect from September 1986.
Application forms and further details available from the Education Officer, Area Office, 26 London Road West, Aylesbury, Bucks. HP8 1JH. Closing date: 11th March 1986. (15824) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
FARNHAM ROYAL COFE COMBINED SCHOOL
Church Road, Farnham Royal, Bucks. MK18 1AP
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher with effect from September 1986.
Application forms and further details available from the Education Officer, Area Office, 26 London Road West, Aylesbury, Bucks. HP8 1JH. Closing date: 11th March 1986. (15824) 110010

DEVON
Please see displayed advertisement on page 47. 110010

BREKSHIRE
HOLY TRINITY C.E. CONTROLLED PRIMARY SCHOOL
School Lane, Cockham, Maidens, Berks. RG4 5QJ
NOR: 139
Applications from April 1986 or as soon as possible as a Headteacher for the post of Headteacher for the Primary School.
Application forms and further details from the Director of Education (Ref: PDC) Shire Hall, Shire Hall, Reading, Berks. RG4 5QJ. (SAB). Closing date: 7th March 1986. An Equal Opportunity Employer. (15713) 110010

BREKSHIRE
COOKHAM RISE PRIMARY SCHOOL
High Road, Cockham Rise, Maidenhead, Berks. RG4 5QJ
NOR: 139
Applications from August 1986. Application forms and further details from the Director of Education (Ref: PDC) Shire Hall, Shire Hall, Reading, Berks. RG4 5QJ. (SAB). Closing date: 7th March 1986. An Equal Opportunity Employer. (15713) 110010

BREKSHIRE
COOKHAM RISE PRIMARY SCHOOL
High Road, Cockham Rise, Maidenhead, Berks. RG4 5QJ
NOR: 139
Applications from August 1986. Application forms and further details from the Director of Education (Ref: PDC) Shire Hall, Shire Hall, Reading, Berks. RG4 5QJ. (SAB). Closing date: 7th March 1986. An Equal Opportunity Employer. (15713) 110010

BARNET
LONDON BOROUGH OF
BARNET JUNIOR SCHOOL
Barnet, Herts. EN4 8JL
HEADSHIPS
From September 1986. Group of children aged 5 - 11 years.
Application forms and further details from the Director of Education (Ref: PDC) Shire Hall, Shire Hall, Reading, Berks. RG4 5QJ. (SAB). Closing date: 7th March 1986. An Equal Opportunity Employer. (15713) 110010

CHESHIRE
EDUCATION COMMITTEE
OUR LADY'S R.C. AIDED INFANT SCHOOL
Windsor Road, Wilmslow, Cheshire. M13 9JH
Tel: 0161-355 2878
No. on Roll: 136 (Main School) (Group 3)
NURSERY TRAINED/EXPERIENCED TEACHER
To take charge of modern purpose built pre-school and committed Catholic Nursery Unit. Salary £5,000 per annum. Essential. Applicant for September 1986.
Application forms from the District Education Office, 50 Wellington Road, Wilmslow, Cheshire. M13 9JH. Closing date: 14th March 1986. (15627) 100056

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Application forms from the District Education Office, 50 Wellington Road, Wilmslow, Cheshire. M13 9JH. Closing date: 14th March 1986. (15627) 100056

HEADTEACHERS

Required September, 1986.

THAMESIDE COUNTY JUNIOR SCHOOL
(Group 4 + LFA £264 p.a. and SPA £201 p.a.), Manor Road, Grays.

STANFORD-LE-HOPE COUNTY JUNIOR SCHOOL
(Group 6 + LFA £264 p.a.), Comingham Road, Stanford-le-Hope.

EAST TILBURY COUNTY INFANTS SCHOOL
(Group 4 + LFA £264 p.a.), Princess Margaret Road, East Tilbury.

SUNNYSIDE COUNTY INFANTS SCHOOL
(Group 4 + LFA £264 p.a.), Mons Avenue, Billericoy.

Relocation allowances payable in appropriate cases.
Please send foolscap a.e. for form and details to County Education Officer, P.O. Box 47, Chelmsford House, Market Road, Chelmsford, Essex CM1 1LD.

Closing date: 21st March, 1986.

ESSEX
County Council

Wiltshire

Primary Education HEADTEACHER POST

Holy Family R.C. Infant School,
Marlowe Ave., Swindon SN3 2PS
GROUP 3 Estimated N.O.R. — January 1987 — 137

Required September 1986.
Applications are invited from committed Catholics for the post of Headteacher. Vacant now, following the retirement of the former headteacher. The Governors are seeking a candidate with good management skills, wide teaching experience and a good knowledge of current curriculum development.

Application forms and further details (S.A.E. please) are available from The Chief Education Officer, (Ref. PJK) Area Education Office, Sandford House, Sandford Street, Swindon, SN1 1QH.
Completed application forms to be returned to the Correspondent to the Governors, Holy Family Presbytery, Marlowe Avenue, Swindon, SN3 2PT, no later than Tuesday, 18th March, 1986.

DEPUTY HEADTEACHER POST

St. John's R.C. Primary School,
Wingfield Road, Trowbridge, Wills. BA14 9EA
GROUP 5 N.O.R. 297

Required for September, 1986: a practising Roman Catholic Junior Teacher for this Group 5 School.

The successful applicant will be required to take a lead in curriculum development and will ideally have a wide experience in Primary Education.

Application form and further details available from the Head Teacher, (S.A.E. please). Closing date for completed application forms — 3rd March, 1986.

SCALE 1 POST

Pinehurst Infants' School,
Beech Avenue, Swindon SN2 1JT
Head Teacher: Mrs. T. J. Farley

RE-ADVERTISEMENT NURSERY TEACHER

Experienced, enthusiastic nursery teacher to open newly established 26 place nursery which is attached to Pinehurst Infants' School.
Telephone Head Teacher at the school (Swindon 23576) for further details and an application form to be returned as soon as possible and no later than Friday, 14th March, 1986.

Previous applicants will remain under consideration and need not re-apply.

MULTICULTURAL SERVICE

Teacher Scale 2 + S.P.A.

Due to the promotion of the present postholder, we require an experienced teacher and home/teach liaison worker at the Drove Infants School, Swindon. (140 children aged 3-7).

A commitment to Multi-Racial community is essential and a knowledge of Punjabi/Hindi/Urdu is very important.
For application form and further details, please write, enclosing S.A.E., to The Chief Education Officer (Ref. PJK) Area Education Office, Sandford House, Sandford Street, Swindon, SN1 1QH, to be returned by Monday, 17th March, 1986.

(12467)

PRIMARY HEADSHIPS continued

CUMBRIA

NORTH WALNEY JUNIOR SCHOOL
111, N.O.R. 124

Application forms and further details available from the Assistant Director of Education, John Whitham, Institute, Abbey Road, Barrow-in-Furness (S.A.E. please). Closing date 14th March 1986.

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HAMPSHIRE

WATERLOO COUNTY INFANT SCHOOL

North Pole Road, Ringwood, N.O.R. 210 Approx.

HEADTEACHER Group 4

Salary scale currently £11,135 - £13,384

Required September 1986

Apply to Area Education Officer, Cannon Street, Lymington, Hants, enclosing S.A.E. for further details and application form.

Closing date 14th March 1986. 110010

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Education Head Teachers

Qualified teachers are required at the following two schools:

WEST BRIDGFORD JESSE GRAY PRIMARY SCHOOL,
Mistons Road,
West Bridgford, Nottingham, NG2 7DD.
Ref. 388.

The vacancy is created by the retirement of the present Head Teacher, Vacant 1st September, 1986.

Group 2

GAMSTON C.E. (AIDED) PRIMARY SCHOOL,
Garnston,
Ratford,
Notts. DN22 0QD.

Ref. 68.

The Governors are seeking to appoint an experienced teacher who is also a committed Christian. The vacancy arises through the appointment of the present Headmaster to a larger school as another Authority Vacant Summer Term 1986, to be filled as soon as possible thereafter.

Application forms and further details for the above two posts may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education at County Hall, Closing date 14 March. Please quote ref. 620/148.

An Equal Opportunity Employer.



Nottinghamshire
County Council
County Hall, West Bridgford
Nottingham NG2 7QP

DURHAM COUNTY COUNCIL EDUCATION DEPARTMENT

Applications are invited for the Headships of the following schools (posts tenable from 1st September, 1986).

Durham Newton Hall Nursery School

Pelton Infant School

Ouston Junior School

Pelton Roseberry Junior and Infant School

Newton Aycliffe Vane Road Junior and Infant School

West Comforth Junior and Infant School

Woodhouse Close Infant School

Ushaw Moor Infant School

Belmont C.E. (Controlled) Junior School

Durham St. Margaret's C.E. (Controlled) Junior and Infant School

Patience Eden Hall Junior School

Horden Colford Junior School

Patience North Bluntn Junior and Infant School

West Rainton Junior and Infant School

Stanley R.C. (Aided) Junior and Infant School

Consett St. Pius Xth R.C. (Aided) Junior and Infant School

Langley Moor R.C. (Aided) Junior and Infant School

Crook R.C. (Aided) Junior and Infant School

New Seaham R.C. (Aided) Junior and Infant School

(*Applicants for these posts should be practising Roman Catholics)

Application forms and further details from the Director of Education, County Hall, Durham, DH1 6UJ, on receipt of a foolscap stamped addressed envelope to be returned by Friday, 21st March, 1986.

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PRIMARY HEADSHIPS continued

HERTFORDSHIRE

JOSEPH'S RC JMI

111, N.O.R. 124

Application forms and further details available from the Assistant Director of Education, John Whitham, Institute, Abbey Road, Barrow-in-Furness (S.A.E. please). Closing date 14th March 1986.

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KIRKLEES

METROPOLITAN COUNCIL

EDUCATION SERVICES

RE-ADVERTISEMENT

WOODHOUSE C.E. JUNIOR INFANTS' NURSERY

111, N.O.R. 124

Application forms and further details available from the Assistant Director of Education, John Whitham, Institute, Abbey Road, Barrow-in-Furness (S.A.E. please). Closing date 14th March 1986.

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WALTHAM FOREST
AN EQUAL OPPORTUNITY
EMPLOYER
CHAPEL END JUNIOR
SCHOOL
Roberts Road, London
Road, Mr R. Ronan
Required for September
An experienced teacher
required to co-ordinate
practical science in the
this multicultural school
SCALE 2+ Outer
Allowance.
Application forms
must be sent with a
receipt of a 9 X 4
from and return able
Head Teacher.
Closing date: 14th
1985
Ref: P.10/833.
(17003)

Ref: P.10/833.
(17003)

**WALTHAM FOREST
ST. SAVIOUR'S C. OF
PRIMARY SCHOOL**
Verulam Avenue, Long
Head: Mr. B. Jones
**REQUIRED FOR
SEPTEMBER
RE-ADVERTISEMENT**

ST. SAVIOUR'S C. OF
PRIMARY SCHOOL
Verulam Avenue, Long
Head: Mr. S. Jones
REQUIRED FOR
SEPTEMBER
BROAD ADVERTISEMENT
Teacher required to
ordinate Mathematics
Primary School.
Communicant mem-
bers of the church are en-
titled but not essen-
tial. SCALE 3 plus Out-
don Allowance.
Application forms
further details avail-
able on receipt of a B x 4
from and returnable to
Head Teacher.
Closing date: 14th
1986 Ref. 154/831.
(17002)

WEST SUSSEX
SOUTHWATER CP SC
Worthing Road, South
Horsham RH11 5 7HA
Required April 1986
mathematics teacher.
ity to play the piano
be an advantage.
Form and detail
Headteacher s.n.e.
(31886)

Scale 1 Posts

Deputy Headteacher required for September 1988 for the Group 4 school for pupils aged 5-12 years. Commu-
nificant member of the Church of England preferred.
S.A.E. for application form and further details from Area
Education Office, 14a/b North Street, Guildford, Surrey
GU1 4AF.
Closing date 14 March 1988.

well as carrying out all the normal duties of a Deputy.
Application forms and further details are available from the
Director of Education (Ref PA/E), Civic Centre, Lampton
Road, Hounslow TW3 4DN and they should be returned by
17 March 1988 to the Headteacher. Please enclose a.s.e.
(floodasp).

Applicants may also contact the Headteacher to arrange a
visit to the School.

LONDON ALLOWANCE: £578 p.a.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER

Est. Nov/ September 1986 - 280
Deputy Headteacher from September 1986 for this Group 6 School which is to be completely remodelled, in 1987.
Applications are invited from suitably qualified, experienced and enthusiastic teachers who are prepared to lead curricular development and assist with the transfer to the remodelled buildings.
Salary Scale £9,000-£11,223.
Application forms and further details from SE Area Education Officer.
Closing date: 14th March 1986.

SCHOOL BOARD
School Road, Littlehampton,
Newrich

NOR 100.8-11 Mixed
Required September
1986.

Deputy Headteacher
(under 31)

Application forms and
further details obtainable
from and returnable to the
Education Officer,
School Road, St. Yvonne's,
Newrich. ISA on receipt of
£20.

Closing date 14.3.86.

[illegible][illegible]

AN EQUAL OPPORTUNITY AUTHORITY

LONDON BOROUGH OF NEWHAM

**LONDON
BOROUGH OF
NEWHAM.**

33

Other than by Subject Classification

Scale 1 Posts

MERTON
LONDON BOROUGH OF
MERTON

temporary full-time Teacher of
General Subjects, to work
mainly within the first year.

Hill, Broadfield, Crawley Applications are invited for three teaching posts in this new Middle School presently under construction. One 2nd post and 2 Senior 1 posts are available for September, 1986. Applicants must essentially be enthusiastic, flexible and willing to put a great deal of energy and time into this exciting project. Further details and application forms available from Area Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex, on receipt of a.s.e. (16282) 13862

Secondary Education

Headships

**OXFORDSHIRE
COUNTY COUNCIL
THE MARLBOROUGH
SCHOOL**
Shipton Road, Woodstock

OX7 TLP
N.O.R. 760. Mixed Comp.
 Required from September
 1986 a Headteacher for this
 Group 10 School.
 Application forms on

ESSEX
County Council

4

On display in the Great Hall itself, where the top of King Arthur's famous Round Table hangs, will be the winning entries in the *Sunday Times* Domesday competition for schools. A full-scale replica of the Bayeux Tapestry carved in oak will be on show round the walls.

School parties should allow about an hour to go round and wish to book in advance to ensure getting in within 10 minutes of arrival. Admission: 75p for children; £1.50 for adults.

Teachers' pack of background information and travel details: £5 from Domesday 900 Exhibition Office, City Offices, Colebrook Street, Winchester, Hants SO23 9LJ; tel: 0662 69996.

Among the other places staging Domesday exhibitions on a smaller scale are the cathedrals in Norwich (May 1 - Sept 30), Lincoln (July 1 - Sept 26) and Exeter where there will also be lectures (Oct 14-30). And 11th-century Saxon village at Battle, created on the battle-site with a working Sussex (August 16-27) and other centres.

THE

EXTRA

London & Area One

VISITS TO
PARLIAMENT

9th September - 10th October



The Education Officer for the House of Commons will again be organising a visits programme from 9th September to 10th October 1986.

The programme is aimed primarily at sixth formers following a General Studies course and is also suitable for those studying subjects with some political content at 'O' level, or equivalent standard. The emphasis will be on Parliament's work and procedure today. Appropriate literature will be provided and teachers are expected to prepare students for their visit. The programme will include an audio-visual presentation and a guided tour of the Palace. The Education Officer will be on hand to answer questions. The whole programme will take about 2½ hours. Parties should, if possible, number 16, 32 or 48. There will be a charge of £10 per group of 16, to cover the cost of the guides.

Teachers wishing to participate in the visits programme should return the booking form below, by 25th April, to the Education Officer (Autumn Visits), Public Information Office, House of Commons, London SW1A 0AA. Replies will be sent out as soon as possible after that date. The Education Officer will be happy to answer any queries on 01-219 4750/6573.

Name and address of school..... Tel.....

Name of teacher organising visit.....

Number in party (maximum 48 including staff).....

Age of pupils.....

How will the visit relate to their course of study? (Please state title and level of course).....

Dates preferred..... Time preferred.....

Date/Times impossible (NB: Visits start on 9th September).....

Would you require parking space for a coach?.....
Please do NOT enclose money with this form

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The Sandford Award for Heritage Education 1985

Sheldon Manor

There are very few things that children are forbidden to touch at Sheldon Manor. One is the owner's collection of Nailsea glass walking sticks. Multi-coloured barley sugar twists lie around temptingly in the medieval hall and dining room. "A set of completely useless objects" says Major Gibbs affectionately.

"We encourage children to touch and feel things," says his wife, who whenever possible gives school parties a personally guided tour of her home.

Every room, piece of furniture or object has a story: hardly surprising for a house that has stood for over 700 years. The priest's room, which boasts a unique example of a vaulted ceiling, has a tree-of-life tapestry which records the bizarre attempts of the nun who embroidered it to portray an elephant, an animal she had never seen. The five-clawed dragons on the Chinese vase in the hall signify that it was made for an emperor; the huge clock on the landing recalls the 1799 Act of Parliament which imposed a tax on timepieces, thereby forcing families to restrict themselves to one.

Sheldon is very much a family home rather than a dusty museum. A daughter's wedding celebrations provided an excuse to drink champagne from the Georgian glass boot normally kept under lock and key, while generations of babies have been rocked in the Elizabethan wooden cradle. The gloomy Salter's Room above the mansepiece is unable to compete with the clutter of grandchildren's paintings.

Thrown over a child's bed is a duck-billed platypus quilt made of 80 skins that the family "is rather ashamed of".

The library houses memorabilia from the battle of Bunker Hill in which an ancestor took part, and another bedroom has a collection of Clifton suspension bridge pictures inspired by a Brunel connection. But there's no explanation for the llama that grazes in the grounds - "we just found him in Exchange & Mart".

Although it is sometimes hard to endure prying visitors rummaging through your drawers and peering under the valance of your four-poster (original Elizabethan, naturally) for the chamber pot, the owners are always looking for new ways to exploit the educational potential of their house and grounds: bird spotting from the tree house is the latest idea, and Shakespeare in the summer always attracts a crowd.

Schools can, if they wish, have a purely medieval day at Sheldon. A nearby field was once the site of a medieval village, abandoned possibly because of the Black Death or through lack of running water. The manor has the original records of 1382 showing details of rents and services due. Children can, by arrangement, handle fleece, learn to spin and taste sheep's cheese.

For many, though, a visit to Sheldon is simply a chance to observe domestic life over a range of historical periods, and have fun trying to find the secret drawers in the Portuguese chest or



Sheldon Manor, Chippingham, Wiltshire

blowing on the regimental bugle.

The four Sandford Awards for Heritage Education will be presented at Sheldon Manor on March 20. For further information on Sheldon's educational activities contact Mrs E Gibbs, Sheldon Manor, Chippingham, Wiltshire.

Philippa Davidson

Where biology comes alive

"Don't come to Whipsnade to see the animals, come to watch them," says Mick Ricketta, education officer at the 500 acre wildlife park in the beautiful rolling downs of the Chilterns.

Watching animals display their full repertoire of behaviour in natural social groupings is one of the greatest attractions of Whipsnade. It was conceived of as the first "open zoo" - a place where animals could roam in spacious surroundings with plenty of natural vegetation. When it was opened in 1931 as a rural extension of London Zoo (together they form the Zoological Society of London) its revolutionary approach to animal management brought a flood of visitors.

Whipsnade's main aims are the breeding and conservation of endangered species and its success in these fields are well established. It was the first British zoo to breed White Rhinos, on the verge of extinction in South Africa at the turn of the century. It is also one of the most successful breeding establishments for cheetahs outside Africa: over 110 have been born here. Another endangered species, Przewalski's horse, is expected to be returned to Mongolia within the next six years. Père David's deer, extinct in its native habitat in China, will be reintroduced to a new wildlife reserve of forest land by the Yellow Sea later this year and another success story is the Scimitar Oryx, shortly to be returned to the Bou Hedma National Park in Tunisia.

"It's most important that the public are made aware of the conservation work at Whipsnade," says Mick Ricketta, who before taking over as education officer last May, was head of biological sciences at Sele School in Hertford.

He is clearly delighted with his unusual teaching environment: peacocks displaying on the lawn outside his office, interruptions from keepers offering new items for the handling collection, such as a tangled mass of camel's hair. He spoke enthusiastically about a number of changes that are planned to take place over the next few years.

First, a re-grouping of animals into three main areas: African plains, animals of the North and animals of Asia will present an entirely new way of observing different species and relating them to their environments. A new family centre will offer a more comprehensive view of the animals and activities for young children, including an animal hospital area with hand-reared animals from the children's



Pupils from Bengla Junior School visit Whipsnade Zoo

zoo. The dolphins and penguins with underwater viewing will also be here, and an exciting new feature will be the free-flying birds of prey. At the moment these are being trained at a falconry centre in Wales.

An indoor environmental exhibit will present three quite different habitats: a moonlit desert world, an intertidal area and the South American rain forest. And a new education centre will include an animal room and two new lecture rooms.

During the spring term the education department offers a series of lecture tours consisting of a 30-minute illustrated talk followed by a guided tour of about an hour, for which illustrated worksheets are available. Teachers generally ask for topics that are an extension of their classroom work: classification, for example, is particularly popular with first year Nuffield science classes. Other topics include camouflage, coping with the cold, self-defence, signalling, endangered species and feeding in mammals. The age range covered is roughly 8 to 15 years. When possible, the education department will help schools develop their own themes, as the case of a local junior school

Mary Cruickshank

Lead on

School Visits, Tours, Outings and Holidays - A Guide. Edited by Dr D Perkins. Available from Domino Books Ltd, Homeric House, Mount Pleasant, Douglas, Isle of Man, £8.95 + £1.15 postage.

With over 3,000 places to choose from, there should be something for everyone in this comprehensive directory to school visits and holidays. It sets out to answer three questions: what's on offer, how do you evaluate it, and how do you make the best use of it?

The first it tackles admirably. Particularly helpful is the grouping of activities in each region under headings such as historic houses, galleries and museums, field activity centres, sports, animal collections, railways, arts and crafts and so on. The categories vary according to the region: Wildlife is strong on historic houses, Cambridgeshire on outdoor activities, Cumbria on railways and the Scottish Highlands, of course, on whisky distilleries. Most notable of all, however, is the wide range of opportunities available in almost every region.

Don't be put off by some of the regional pen-portraits - presumably intended to give a general, descriptive background to each section. These can be irritatingly superficial PR jobs with little relation to the main concerns of teachers planning schools, visits.

Of much more practical value is the extensive chapter on planning and preparation. Some of the points it raises may seem self-evident, but this is an area in which every detail is important and the thorough and systematic approach should prove helpful to even the most seasoned school traveller. Checklist, sample letters to parents and pupils forms are included and the section on points to bear in mind on the visit itself is particularly pertinent. Later in the volume, another section deals with taking groups abroad. There are plenty of suggestions for

accommodation in Britain including lists of universities and colleges offering vacation rooms, hostels, caravans and campsites, and a special note on London. The main organizations concerned with school travel, both at home and abroad, are also covered. All are members of either the Association of British Travel Agents or the School and Group Travel Association.

Important legal, financial and health matters are also dealt with. Although the entire 300-page directory is devoted to environmental education in one sense or another, one chapter looks at the subject as defined by the National Association for Environmental Education and the codes of behaviour set out by the Field Studies Council and the Countryside Commission. Here there are also plenty of suggestions for field study centres and organizations as well as resource material.

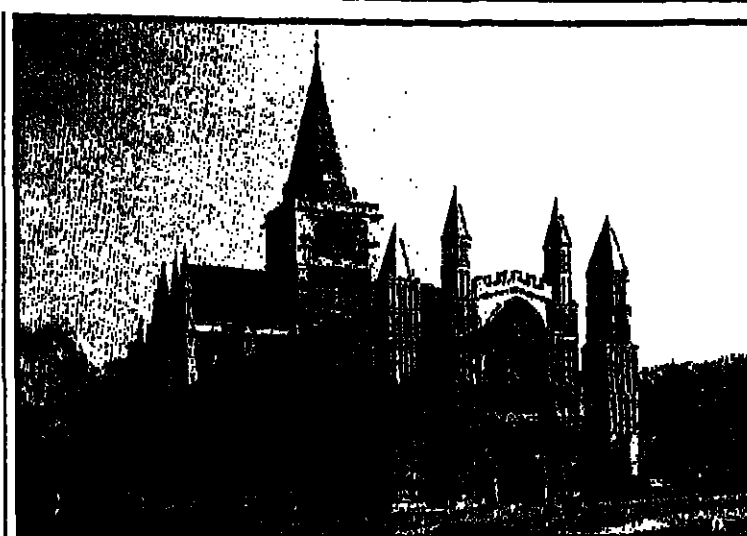
The National Trust describes itself as the "richest and most varied education resource in the world". Schools that are not already tapping this rich seam will find details of membership, publications, Acorn camps, arts and theatre activities and residential courses as well as a contact list of regional officers.

Other environmental organizations referred to are English Heritage, the NAE, the Physical Education Association and the Sports Council. The influential Sandford Awards are also described and the historic houses and properties that fulfil the Heritage Education Trust's criteria for high standards of educational services are listed.

Your Educational Visit by Lois Lynn-Smith, a primary school headteacher from Cornwall, offers helpful suggestions for organizing and running school visits. It is a practical booklet, based very much on experience, and includes summaries of five educational visits she has conducted herself, as well as a handy checklist of 25 pre-visit points. It costs £1.50 and is available from New Education Press, 27a Old Gloucester Street, London WC1.

MC

EXTRA



At Rochester Cathedral the staff are very schools-conscious.

Cathedral of Kent

Rochester, gem of the Medway towns, with a rich Dickensian heritage, is an excellent place for schoolchildren of all ages to visit.

The cathedral, known as the "Children's Cathedral of Kent", has its own study centre - St Andrews - which can cater for 200 visitors a day and 12,000 in a year. Only a handful of other cathedrals in Britain have a facility of this kind, which is specifically geared to educational needs.

Cathedral staff are very schools-conscious and have devised an excellent education programme with projects and displays for all age groups. Tours, conducted by the vergers, can be slanted to cover a variety of subjects according to individual need. These include religion, architecture, history and environment studies. There are four audio-visual presentations available at the St Andrews Centre - two for primary schools and two for secondaries. The audio-visual material deals with such subjects as detailed history, the symbolism of a

cathedral and the administration of a diocese. This material is brightly presented.

To reinforce these there are comprehensive project sheets available. For junior children the project takes about an hour to complete, generally done by pupils during their tour of the cathedral. The secondary school project offers Notes for Teachers, compiled to assist in preparing pupils before a visit, and Approaches with Pupils, a booklet designed to increase knowledge of many aspects of Christianity.

Rochester Cathedral also has excellent Trail books for 7 to 11-year-olds and 12-year-olds. These make the tour of the cathedral rewarding and memorable. Rochester Cathedral is so well organized for schools visits that the St Andrews Centre has a refectory available for pupils to eat packed lunches. Alternatively, the beautiful garden can be used for picnicking in the summer. The refectory can be booked for half hour periods and has toilet and cloak-

room facilities.

Most visiting schools make the centre and the cathedral their base to visit the other places of interest Rochester is known for. Check by low with the cathedral is the magnificent Norman Castle which dominates its part of the Medway skyline.

Then there is the beautifully restored Guildhall Museum, where the cathedral silver and many other items of Kent history can be seen. Nearby is the intriguingly named Six Poor Travellers - an Elizabethan almshouse founded by a mayor of Rochester city.

Finally there is the Dickens Centre, another charming old house with outstanding displays. All these places of interest are within easy walking distance of each other, making a fine condensed environment for school visits. Because there are so many places of detailed interest to see, many schools prefer to make two trips to this small historic city.

The Cathedral Tours Officer, Mrs Leanne Hornby, is happy to arrange itineraries on request. These are done free of charge and are of great use to organizers of school parties.

The minimum notice required for drawing up a tour schedule is five weeks. For more information on the cathedral and the rest of historic Rochester, contact Mrs Hornby on Medway (0634) 43366.

Eileen Sheridan

Visits update

Baywest, opening next month, is a striking new diorama at the London Toy and Model Museum, Craven Hill. Using working models, lighting effects and sound, it creates a roof-top view over a typical European city. It lasts for 10 minutes and is reached by a spiral lift from the rest of the museum.

A classroom is now available at the Thames Barrier. There is also an Education Pack (£2) containing view-foils on the weather, transparencies and a bibliography.



You'll see red...

If you can really get into gear at the London Transport Museum. Work the controls of a tram and a modern bus. Take an Underground train round the Circle Line. Operate the points and signals on the tunnel.

Situated in the heart of historic Covent Garden, the London Transport Museum provides real excitement and interest amongst the children.

We can arrange a talk for your class in the Lecture Theatre or on board a tram. There are very attractive activity sheets for children and an Education Pack for teachers.

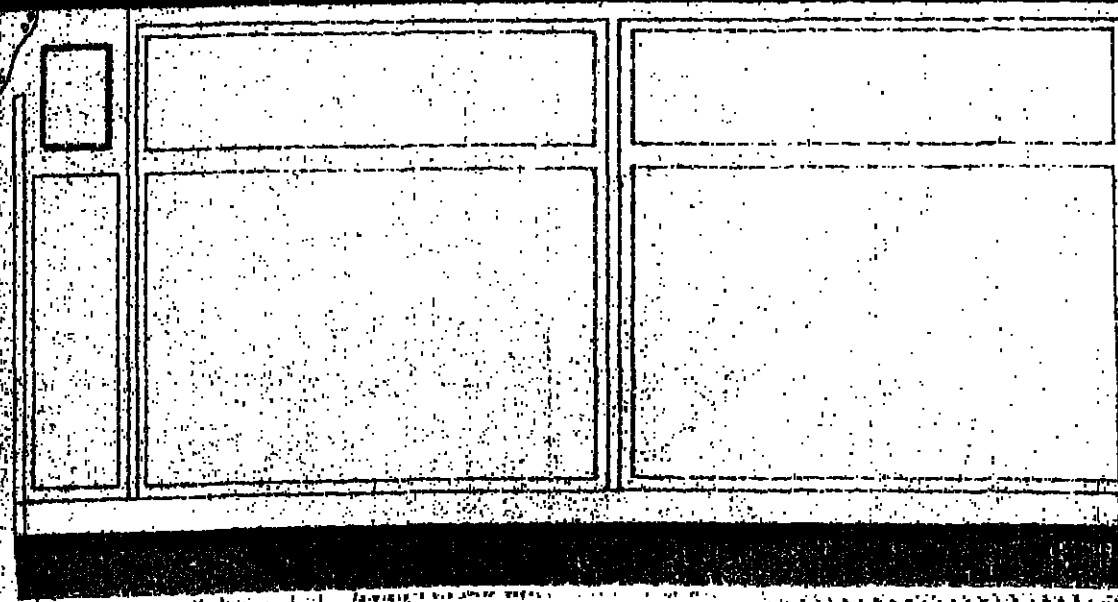
At £1.15 per pupil per session it is remarkably good value. During the autumn and spring terms the tour is conducted by road train. The weather need not be a deterrent, though any one visiting Whipsnade in the winter is well-advised to wrap-up warmly. An indoor picnic area is available if required. Fifty is the maximum number for a school group and accompanying teachers (one to every ten pupils) are admitted free.

There is also plenty of scope for school parties to use the park independently of the education department. The magnificent chalk escarpment with its superb views offers an ideal site for downhill ecology work, for example, and there are many outstanding opportunities for art work and photography.

Write or phone for details to London Transport Museum, The Piazza, Covent Garden, London WC2E 7BB. Tel 01-579 6344.

(Kupie Ref. 01)

Covent Garden



EXTRA

London & Area One

Domesday
1086-1986

900th Anniversary Exhibition
at the
Public Record Office
Chancery Lane, London WC2
April 3 - September 30, 1986

William the Conqueror's great survey of England - Domesday Book. This special effects exhibition recreates the England of our Saxon and Norman ancestors. "Living" monks chronicle the Domesday story and there is a demonstration of parchment making. Two million pounds worth of early medieval manuscripts and a Victorian lantern slide show. The highlight of the exhibition is the first showing of Domesday Book in its new binding.

Resource packs for schoolteachers are available upon receipt of a cheque for £6.50 made payable to the Public Record Office addressed to the attention of Mrs Susan Lumas.

A video is available for hire and purchase. Enquiries should be addressed to CLF Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN (Tel. 02407 4433).

OPENING HOURS: 10.00-18.00, Monday-Saturday
ENTRANCE FEES: £2.50 (£1.25 for children, OAPs, unemployed and parties)
For further information phone 01-405 0741

Additional Domesday Events contact:
NATIONAL DOMESDAY COMMITTEE: 01-735 6633

The Public Record Office in association with the Daily Telegraph and Prudential Corporation

VISIT THE ROMAN VILLA, BRADING, I.O.W.

Brading Villa, the centre of a rich and prosperous estate in Roman times, lies on gently sloping land protected from the south by Brading Down. There are five examples of Roman buildings which have been carefully preserved along with other relics of the Roman occupation during the 3rd Century AD. One of the villa's preserved mosaic floors and is open to the public daily from 10 April to end of September 10.00am to 5.30pm weekdays and 10.00am to 5.30pm Sundays.

SCHOOL PARTIES ARE TAKEN THROUGHOUT THE YEAR BY PRIOR ARRANGEMENT WITH THE AGENTS: NEATES, Staple Chambers, Staple Chambers, Winchester, Telephone (0942) 53374. Or from April to September - THE ROMAN VILLA (0953) 406223.

Education Is fun at Thorpe Park

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MODEL WORLD TREASURE ISLAND • FREE QUESTIONNAIRES 5-9 years & 10-15 years - FREE TEACHERS NOTES WITH EACH BOOKING. ONLY £2.50 PER CHILD (for Parties of 10 or more). ONE TEACHER ADMITTED FREE FOR EVERY 10 CHILDREN (additional Teachers £4.00 each). Educational rates apply to HMI Registered Schools only and Monday-Saturday term time only - Sundays and Bank Holidays excluded. Educational rates do not apply during AUGUST.

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Open in March until late September. WEEKENDS ONLY early and late season. Check with our Booking Office for details.

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We welcome Teachers on preliminary visits - contact BOOKINGS AND ENQUIRIES OFFICE, THORPE PARK, STAINES ROAD, CHERTSEY, SURREY KT16 8PN. TELEPHONE: CHERTSEY (01293) 65633.

Details sent to all schools during FEBRUARY additional supplied available on request from the Bookings and Enquiries office.



The Horniman experience

The Good Museums Guide praises the Horniman Museum in south-east London for its "outstandingly good treatment of school parties".

The sheer variety of the collections which span ethnography, music and natural history makes teaching in the museum's purpose-built education centre a constant challenge and source of stimulation.

The three full-time teachers, Mary Mellors, Carol Mahoney and Danny Staples, agree that being able to talk to children of all ages and aptitudes is more important than a specialized knowledge of particular subject areas. Their experience as former primary and secondary school teachers enables them to gauge levels of understanding and concentration and above all to be "good presenters".

"A large part of our role is to support classroom work and we try to follow teachers rather than ask them to follow us," says Mary Mellors, senior teacher. This means regular in-service courses and teachers' meetings and as much contact as possible with class teachers before a visit. By working with student teachers they have also had the satisfaction of seeing them come back to the museum some years later with their own classes.

In the Horniman teachers' experience, the days of the museum visit for the sake of a day out are almost over. Teachers are using museums in a much more systematic way and as part of a structured course of study. A CSE project on Religious Studies, for example, looked at ritual objects in different cultures: the Navajo sand-painting, a Tibetan ceremonial mask and a Nigerian fertility symbol. Museum visits have also been incorporated in biology, history and social studies courses.

One of the major aims with primary school children is to help them experience museums as interesting and enjoyable places to visit. The collections have also offered excellent back-up material for schools' radio and TV programmes.

When a local primary school chose Africa as the theme of a term's project,

each class in the school visited the museum to experience at first hand traditional and modern arts and crafts, textiles and musical instruments.

The education centre is also expanding its work with groups with special needs. Carol Mahoney, who has a particular interest in this area, describes how the special nature of the collection has helped to stimulate responses from children who in other circumstances have been difficult to reach. Blind and partially sighted children can feel shapes, fur and feathers of items in the natural history collection, for example, and develop their knowledge of the natural world in this way.

The current special exhibition on tents is proving particularly popular with primary school groups. It looks at the tent as a home, shelter and a way of life and brings together tents from

Mongolia, Iran, North Africa, as well as a Blackfoot tipi and a Tibetan festival tent. Chris Bonington has lent a tent recently used in the Himalayas and Antarctica. This exhibition continues until October 1987 after which it will go on tour.

Detailed information packs for teachers on the most popular areas of the museum's collections are available from the education centre. They include a list of relevant objects on display, a bibliography and suggestions for museum-based work. The services of the education department are very popular and advance booking is essential. Applications should be addressed to the Education Centre, Horniman Museum, London Road, Forest Hill, London SE23 3PQ. Tel: 01-699 4991 ext 38 in term time.

MC



Children from Allfarthing Primary School, Wandsworth look at traditional crafts from West Africa with Carol Mahoney, a teacher at the Horniman Museum's education centre.

Civil War centre

Worcester, the faithful city, was fiercely Royalist during the Civil War. The streets subsequently named a stone head of Oliver Cromwell by the city, making him look remarkably like Dr Spock, above the entrance to their beautiful Queen Anne guildhall.

The first and last battles of the Civil War were fought at Worcester and in May 1985 the Commandery, Charles II's headquarters during the final conflict, opened as a Civil War centre.

One of the attractions, a vivid audio visual presentation of the last battle, is held in the Great Hall, only feet away from where the Duke of Hamilton died of his wounds. The Commandery, timber-framed and rambling, packs a powerful atmospheric punch.

Initially an 11th-century monastery hospital it passed to the Wyde family after the Dissolution. After their 200-year tenure it went into decline, being used as a warehouse, a printing works and by a glove-making concern.

Now, in its renaissance, it has an immensely popular day-long course for groups of between 30-40 children once a month. The theme running through this day in the life of a 17th-century family, based on the Wydes, is the arrival of an important person. The children in 17th-century clothes - the Commandery has theatrical costumes and lace collars - attend lessons in music, drama, dance and crafts. They are shown how to spin, make pomegranates and mix potions and lotions. Those with recorders learn the popular tunes of the day: Prince Rupert's March was in the Civil War era. Occasionally, a great high-light, local music specialists with virginals, drums and a hurdy gurdy turn up.

At their 17th-century lunch, taken at the long refectory table in the Great Hall, children are served with violets and flowers on the table.

gingerbread, angel hair, a poor man's marmalade made from shredded carrots and honey, daffodil petals, the lettuce of the day, and plenty of bread and cheese.

By the end of the day the atmosphere of anticipation in the Great Hall, with its high, dim wooden ceiling, stone floor and small windows, is as strong that Maureen Martin, a volunteer helper and former teacher, said she was as disappointed as the children when, on her first day, the longest for the visitor did not turn up.

The day is invaluable, especially when the context has been set in previous class work. The Commandery has an education officer who, by working with visiting teachers, can vary the content of the background to fit the age group. Primary children become so absorbed that one small boy was horrified to see a very old 17th-century bottle of washing up liquid in the kitchens. Older children learn more about the political implications of the Civil War and on May 24 1986 visiting academics will address a meeting of sixth formers and college students.

To back the audio visual there is an imaginatively laid out representation of Charles' escape route to the coast, all dim and dark with milestones and a large leafy oak. The commercial company that worked with the Commandery is also involved in making sets for Dr Who.

A half day visit with no dressing up or eating, includes the audio visual, the escape route and a realistic display of weapons from the battlefield. Stephen Goddard, manager of the Commandery, hopes to increase the day-long events from monthly to weekly.

The Commandery, Slobury, Worcester WRI 2HU Tel: 0908 388071.

Dympha Byrne

EXTRA



Better safe than...

Report by Mary Cruickshank

When the Chief Education Officer for Buckinghamshire published his report on the visit by Stoke Poges Middle School to Cornwall last May, during which four boys were swept into the sea and drowned off the cliffs at Land's End, it was with the dual purpose of establishing the circumstances surrounding the tragedy and seeing what lessons could be learned for the future.

Since then the Buckinghamshire public relations office has been inundated with calls from other local authorities, schools and youth organizations, many of whom are also in the process of revising their own guidelines on the conduct of school visits.

An NUT working party on the subject holds its third and final meeting next month and expects to publish a teachers' handbook later in the year. The NHT has already released the conclusions of its own inquiry, emphasizing the need for the careful consideration of the aims and objectives of a visit and the type of activities involved. The DES is shortly to publish *Safety Bulletin 4*, the latest addendum to *Safety in Outdoor Pursuits*, first published in 1972.

Further evidence of a renewed concern for safety comes from the National Association for Environmental Education, which reports that the demand for its two guides, *Organization of an out of school visit* and *Organization of outdoor studies* has been so great that they are about to be reprinted.

Two points emerge from all this. The first is a general recognition of the value of school visits - "An essential element of the educational lives of the children in our schools," says the NAE. The second is a concern that an over-zealous approach to the conduct of visits will quench the enthusiasm and goodwill of teachers who, in the vast majority of cases, lead safe, successful and educationally important visits and expeditions.

Roger Orgill, chairman of the National Association for Outdoor Education, is particularly aware of the value of a positive approach to the subject. "In the past many L.E.A.s have based their guidelines on the trauma of accidents in the outdoors and they have therefore tended to be restrictive in nature. This is all right if the authority also provides first-rate training opportunities that give encouragement and confidence to teachers." He very much hopes that this time the revision will be mature enough not to put up barriers and at the same time recognise the need for more in-service training - a need that is reflected in the recommendations of the Standing Conference on Initial Training in Outdoor Education to the DES that all teacher training should include an outdoor purpose experience module.

It is expected that a key role in this training will be the Central Council of Physical Recreation's Basic Expedition Training Award (BETA) - a qualification that was under discussion in the months before the Land's End

tragedy. This will be a substantial elementary award, well within the reach of teachers and youth leaders who are leading parties in normal and open country, who do not have any specialist training in outdoor education. The nine units of the syllabus cover equipment, living out of doors, navigation, fitness for expeditions, first aid and emergencies, conservation and access, expedition planning and preparation, leadership and party management and instructional and organizational method. The 120 hours of the course will be made up of about 90 hours of instruction and practical work, followed by some 30 hours of community service.



The first pilot course was successfully completed in Middlesbrough last autumn under the supervision of Bob Pettigrew, Cleveland's youth and community officer. He has long experience in the field of accreditation of outdoor education. Twenty years ago he was president of the British Mountaineering Council in the period just after the publication of the Hunt Report, which eventually led to the Mountain Leadership Certificate, an award which has had a crucial effect on training and competency levels among teachers and youth leaders.

However, although 2,000 youth leaders are registered with the Mountain Leadership Training Board the award is too advanced for many people. "BETA may well be the modern answer," says Bob Pettigrew. "It will certainly give a powerful aid to teachers in introducing them to the elements of correct practice in outdoor education."

The DES has welcomed the award and considers it particularly appropriate for teachers who want to use the environment educationally, but don't necessarily want to go into hazardous country. It is no way replaces the specialist qualifications, such as those offered by the British Mountaineering Council, the British Canoe Union and the Royal Yachting Association. While regretting the proliferation of the need for another award, "This is the age of litigation and the Health and Safety at Work Act - teachers are going to be asked what course of training they've followed and what qualifications, however elementary, are held." Although BETA is at the

bottom of the family of awards, it has been carefully designated and has the backing of representatives of governing bodies of all the outdoor pursuits.

Furthermore, it is an award that people can afford the time and the money to attain. It is open to anyone over the age of 18 - voluntary youth workers, youth and community workers in the public sector and teachers - and it will be particularly useful to parents offering voluntary help on a school journey.

Two more pilot courses are underway in Cumbria and Yorkshire and it is hoped the scheme will be launched nationally by Easter. A consultation document has been sent to all local authorities and national voluntary organizations and according to Nigel Hook, senior technical officer at CCPR, the response so far has been very favourable, indicating an obvious need.

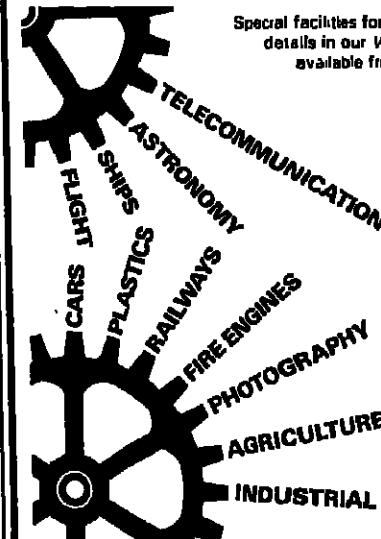
Any school visit, however well planned and executed, will carry some element of risk; what is important is to make sure that it is reduced to the minimum. Greater vigilance on the part of local authorities, together with improved opportunities for training from the outdoor education organizations, are valuable steps in this direction.

London & Area One

SCIENCE MUSEUM

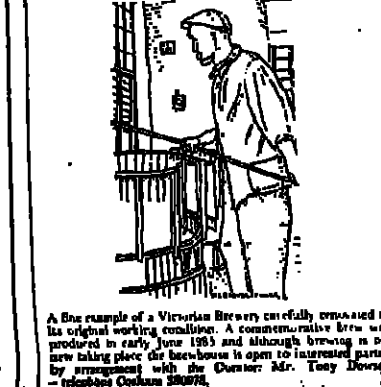
Education Service, Science Museum, Exhibition Road, London SW7 2DD (01-589 3466)

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Including the
Wellcome Museum
of the
History of Medicine

SOUTHWICK BREWHOUSE



A fine example of a Victorian Brewery centrally situated on its original working premises. Consistent with the original character of the building, the brew is brewed in the original copper and although brewing is not yet taking place the brewhouse is open to interested parties by appointment with the Owner, Mr. Tony Joseph, telephone 0204 2044.

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Angela Thurgood, Education Department
Victoria and Albert Museum, South Kensington, London SW7 2RL
Tel: 01-589 6371, ext 429

As a teacher or lecturer you may apply to receive information quarterly on our mailing list. Please apply to the above address. (NB. Even if you do not require our assistance please tell us when you intend to visit so that the Group Entry Desk at Exhibition Road may be informed.)

Area Two

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Down to the woods today

by Shirley Toulson

On a wet gusty January day, a group of nine and ten-year-olds from two linked Gloucestershire schools searched for mini-beasts on the edge of the Forest of Dean, under the direction of their headmaster, Mr Ian Jones. They were engaged in a serious habitat study. During the daylight hours they laid out a 20 metre grid, and prepared themselves for further days to be spent recording rainfall, soil types and vegetation. In the evening they sifted leaf litter, pouncing on anything that moved, and drew graphs to indicate the prevalence of the various species they found in each square of their grid, which covered a ground area supporting both conifers and broad leaf trees.

These children were staying at The Wilderness, Gloucestershire Education Committee's field studies centre, founded by Mr Brian Cave in 1969 and still directed by him. A naturalist with a special interest in fungi, Mr Cave believes that forest field work has wide implications. The study undertaken by Mr Jones's pupils could have been set up in almost any area near their rural schools, but crossing the Severn into the Forest of Dean gave them both the social experience of a residential course, and the wider general education which this forest has to offer. For not all their time was spent on the grid. They also went for exploratory walks, which gave them a taste of the rich variety of the natural and industrial history of this ancient hunting forest, whose trees produced oaks for Nelson's navy and whose free-miners still manage to resist the dominance of central control.

Gloucestershire is not the only authority to run a field centre in the Dean. Avon also has one, directed by Mr Dick Butlin, and catering mostly for secondary school pupils who come to do field work in connection with their examination syllabuses in biology and geography, as well as taking part in various outdoor activities, from canoeing on the Wye to orienteering through the Forest.

There is also provision for schools outside these two authorities who want to spend a day in the Dean. Mr Cave runs another environmental studies centre in a disused village primary school, which he has converted into a display area designed to awaken any child's interest in the surrounding forest. Out-of-county primary schools are invited to send classes here on day visits at a cost of 60p a pupil.

The Forestry Commission and the trust which runs the Forest of Dean museum also arrange school visits. The former makes a charge of £25 a day for a tour guided by a ranger and specially geared to the specific educational requirements of the school; the latter charges £2.50 for a guided tour of the museum and an interpretative walk in the surrounding woodland, which includes a charcoal burning area, active during the summer months.

The Forestry Commission has produced a teacher's pack, specifically related to the Dean. It includes a map of the area, and describes the industrial history as well as the flora and fauna in great detail. The museum provides a series of work and project sheets designed for infants as well as junior and secondary pupils, covering all aspects of life in the forest.

Further north in another ancient Royal hunting forest, Delamere in Cheshire, the Forestry Commission makes provision for visiting schools by providing a museum interpreting the work and history of the forest and a classroom with display and projection facilities. Fox How, Cheshire Education Committee's field studies centre in Delamere is run by Dr Joan Fairhurst, who also organizes the county activities of WACH, the national environmental club for young people.



Charcoal burning in Queen Elizabeth Country Park, near Petersfield, Hampshire

people. Besides providing a base for day and residential visits, Dr Fairhurst also runs in-service courses to promote the use of the forest as an educational resource.

Mr Gavin Mendham, who took pupils from the Gorse Bank Primary School in Wilmslow to Fox How last September told me of the work the children had been inspired to do by their visit. When they returned to school they decided to study one type of tree (on oak) in great detail. This led them to look at the various species of oak gall, and to make a large frieze of all the animals, from squirrels to bark beetles, that live in the branches of the tree.

In the 19th century the Royal Hunting Forest of Epping was given to the citizens of London, and now schools from the Greater London area, as well as from East Anglia and Bedfordshire make use of the Forest Conservation Centre there, run by the Field Studies Council. The warden, Mr Paul Moxey, arranges weekend courses for teachers as well as study days in ecology and geography at various levels, but always related to the forest, which is both a recreational centre and a Site of Special Scientific Interest.

London schools also make day visits to the Queen Elizabeth Country Park near Petersfield in Hampshire. The park stands beneath the downs on a site once covered by the Royal Forest of Bore, which is recorded in documents dating from the 13th century.

The park is famous for the demonstration Iron Age village that has been set up in its grounds; but it is also able to provide more recent historical examples, showing forest crafts which include hurdle-making and the use of the pit saw. School visitors are able to take part in some of these processes. Mr Mike Wearing, the Senior Countrywide Interpreter for the park, believes that urban children can learn a lot from simply running through the trees, and he is happy to help schools plan wayfaring days from his centre as well as working on more academic projects.

Contact addresses:
• The Director, Royal Forest of Dean Centre for Environmental Studies, The Wilderness, Mitcheldean, Gloucestershire GL17 0HA. Tel: 0594 542551.

• Forestry Commission, Coldest, Gloucestershire. Tel: 0394 3057.

• Dean Heritage Museum, Scayley, Nr Cinderford, Gloucestershire GL14 7UG. Tel: 0594 22170.

• Dr Joan Fairhurst, Fox How, Ashton Road, Norley via Warrington WA6 6PA. Tel: 0924 84 393.

• Paul A. Moxey, Epping Forest Conservation Centre, High Beach, Loughton, Essex IG10 4AR. Tel: 01-508 7714.

• Mike Wearing, Park Centre, Gravel Hill, Horndean, Nr Portsmouth, Hampshire PO8 0QB. Tel: 0705 595040.

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Holdenby House

Situated a few miles north west of Northampton and a short distance from the M1, Holdenby House was completed in 1583 by Sir Christopher Hatton, Lord Chancellor to Elizabeth I and was the largest house in England at the time. In fact it was a palace described as "the best house that hath been built in this age". There were 20 acres of formal gardens. But by 1591 Sir Christopher was dead and his heirs sold the house to the Crown in order to pay off the debts.

James I visited his new palace several times, and so did Charles I, but his final visit was an unhappy one since he was a prisoner there from February to June, 1647. It was here that the King made his famous statement to Cornet Joyce who came to take him away into the custody of the Army. Charles asked what commission he had to take him away. The Cornet pointed to the well-armed horsemen behind him "There, Sir, is my commission". "Is well writ," replied the King sardonically, and left with Joyce.

Soon after, most of the house was demolished leaving only the kitchen wing, which today retains a striking appearance as a result of adaptations and enlargements in the 19th century. It was visited by Edward VII and Edward VIII (when Prince of Wales) and by George V.

Activities available for schoolchildren include a Mammal Trail, a Nature Trail, Pond Study and Farming Studies using old records and fact sheets. It is possible to study the contrasting architectural styles in the building and the nearby 14th-century church. The old house can still be traced and surveyed. The association with the Civil War and the re-enactment of the departure of Charles I, as well as life in Victorian times, can be enjoyed wearing the historic costume.

The herb garden leads on to work on preserving and using herbs, making infusions, bouquet garni, mothballs, pomanders and lavender bags. A still-room is created complete with carpet of strewn herbs.

The collection of rare breeds of farm animals such as the White Park cattle and the Manx Loaghtan sheep provide the basis for further activities and special attention is given to the story of wool using fact sheets, slides and visits to the lambing sheds. Shearing demonstrations are given if the group visits at the appropriate time. Spinning and weaving are tried also.

One school party is booked per day and a guide stays with the group. Cost per child is 75p and teachers' notes, etc. are available. There is adequate accommodation for both wet and dry weather. For further details contact Mrs S M Park, Hickman's Cottage, Holdenby, Northants NN6 8DJ, tel. Northampton 770786.

Holdenby House is close to Althorp (former home of Princess Diana), Pishard Reservoir and Cullaborough Wildlife park.

Bryan Waites

On the line

Built too late, closed too soon! The story of the 14½-mile Wye Valley railway between Monmouth and Chisbury is vividly portrayed at the former Tintern Station. Gwent County Council has turned it into an attractive interpretation centre and picnic area.

The line was opened in 1876 to serve the many small industries which then thrived in the area - quarries, wire-works, paper-mills, tin-plate works and foundries. Unfortunately however, the severe depression of the following 20 years took its toll of nearly all of them. Consequently the trains were never profitable.

The last train ran in January 1964 and soon afterwards the rails were taken up. Sadly, no one then realized the potential of such trains as a tourist attraction. If they had, the line would almost certainly have survived as it runs through spectacular scenery along the banks of the Wye and past Tintern Abbey.

After the closure, Tintern Station itself, a small picturesque stone building, quickly fell into complete disrepair. Then in 1970 it was bought by the County Council and restored to the full brown and beige glory of the old Great Western Railway. Now it houses a small cafe and collection of railway items - a porter's trolley, coke stove, clock, lamps, posters, notices, time-tables, etc.

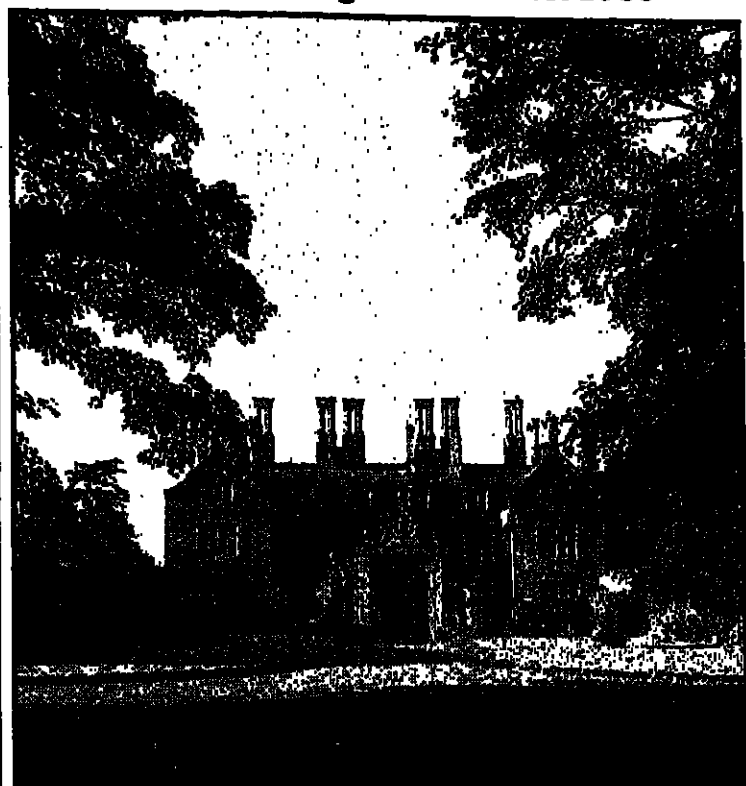
Opposite, the old signal box has been turned into an information centre and shop, while nearby a former brake van contains a teaching area with a well-presented display of photographs and facts about the line.

For schools the Council, in conjunction with the Social and Environmental Studies staff at Gwent College of Higher Education, has produced a large attractively-printed teaching pack centred on the station. Developed with the help of field trials with schools, it is aimed at primary and lower secondary years. Though the main theme is conservation, a variety of skills are covered, including history, language, mathematics, arts and crafts, social studies and mapping.

Four fact sheets, each with imaginative questions, cover preparatory work designed to ensure that children get maximum benefit from a visit. They cover railway construction, the station, signs along the track and map-reading.

For the visit itself, there is a series of worksheets. The first two, each requiring about an hour to complete, cover railway terms/concepts and environmental aspects. They are followed by others on mapping, measuring, sketching and time-charts.

In addition, follow-up sheets are provided for subsequent classroom work on art, language, mathematics and modelling, together with extensive background information for teachers.



Holdenby - "the best house that hath been built in this age".

Civil War and the re-enactment of the departure of Charles I, as well as life in Victorian times, can be enjoyed wearing the historic costume.

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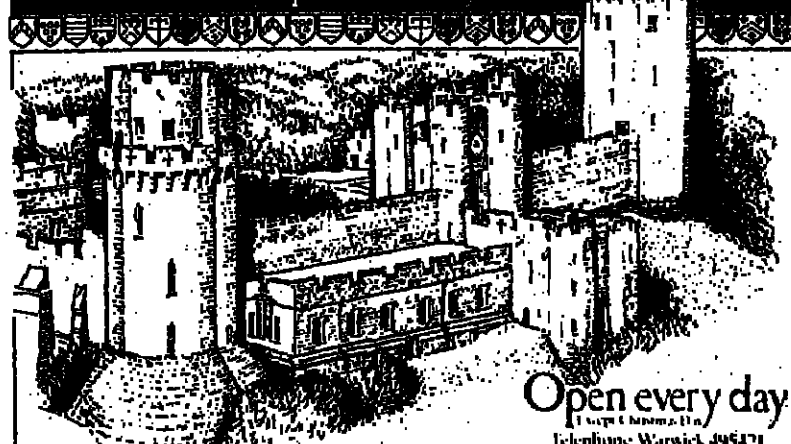
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To remind people of the Albert Dock's original purpose, part of the transformation is appropriately the development of the Merseyside Maritime Museum. From the old Pilotage and Shipwright's Shed on the Pier Head side of the restored Canning Half Tide Dock, the museum has expanded to occupy a warehouse, the Pier Master's House, the Pump House and the Coopersage on the main dock site, the two areas being linked by Rennie footbridge which is not for the faint-hearted on a blowy day.

"We have tried to make the activities as real as possible so that the work and people of 140 years ago come alive," said Mary Greenough, Visitors Services Officer. "There are genuine ex-dockers in the cargo sheds, explaining how the loading was done and



Between docks on an emigration vessel answering visitors' questions, and there is a 'Pier Master's wife' in the house, demonstrating cooking on the range and using the mangle." Other human exhibits include a cooper, a rope maker, and, most popular of all, a man who spirits model ships into bottles.

The latest stage in the development of this inspiring museum is a section housed in the vaulted cellars of the warehouse. It is devoted to the story of the seven million emigrants who passed through Liverpool between 1830 and 1930. Irish, Dutch, Scandinavian, German, Russian and British - all came to Liverpool to find a ship bound for Australia, America or Canada.

To help create an atmosphere reminiscent of Victorian Liverpool, local actors will occasionally be on hand to escort visitors along a reconstructed dockland street and round the quarters of an 1850s' packet ship, telling of the conditions emigrants experienced before and during their passage. Authentic information, such as that taken from an emigrant's diary, is backed up by realistic sound effects (and even smells) to complete the emigration experience.

No maritime museum would be a success without some interesting ships to explore. Moored in the Canning Graving Docks are two: the 700 ton Pilot Cutter "Edmund Gardner", and the three-masted schooner "De Wadden".

School groups are encouraged to visit the museum, provided with information, and warned to wear warm clothing. Sometimes special events are arranged, such as "a day in the life of an apprentice pilot". Normally, a visit lasts at least half a day and teachers often combine the trip with a ferry ride across the Mersey.

For further information and details of charges, contact Merseyside Maritime Museum, Pier Head, Liverpool L3 1DH. Tel: 051 236 1492. Re-opens March 8 1986

Sarah Farley

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Going west and to Wales

Wales and south-west England share a common Roman heritage, and this is reflected in the archaeological sites open to schools in both regions this spring. Bath offers pupils an insight into life in Aquae Sulis, where the Romans developed Britain's only hot springs into a network of pools, saunas and Turkish Baths. The recently excavated Temple precinct, dedicated to the goddess Minerva, can also be seen and the Roman Baths museum contains many of the artefacts discovered.

Across the Severn in Caerleon, Gwent, the Roman fortress of legion - the home of the Second Augustan Legion - is being excavated. Famous for its amphitheatre and barracks site, Caerleon also has a recreated bath house building where the National Museum of Wales has established a permanent exhibition. It includes computer graphics recreation of the building in its heyday.

In North Wales, the Segontium Roman Fort Museum traces Caernarfon's Roman heritage. While in town it is also worth visiting the local castle, one of the string of concentric castles built in Gwynedd by Edward I. Royal investitures traditionally take place there, and memorabilia of Prince Charles assuming the title of Prince of Wales are also on show.

For its size, Wales has more castles than any other European country. They range from the medieval moated Beaumaris, Anglesey, to the 19th century folly, Castell Coch near Cardiff. Built by Burgess as a fairytale retreat for the third Marquis of Bute, it has since proved popular with horror film directors.

From castles to houses. A popular venue is the Boathouse at Laugharne, Dyfed, home of Wales's best known 20th-century poet. In addition to housing Dylan Thomas's own furniture and photos, there are also exhibitions and audio-visual presentations of his life and works.

British domestic life, particularly childhood through the ages, is the theme of Beaumaris's Museum of Childhood. Over 1,500 exhibits illustrate family life during the past 150 years, and a range of traditional toys, dolls, bicycles and samplers are on show. This would be of interest to younger pupils.

The same could be said of the Romany museum in Pembroke, which houses a unique collection of gipsy caravans. Gipsy wagons under construction can also be seen, and the museum also illustrates Romany crafts and lore through pictures, cards, tools and artefacts.

Only students aged 18 or over are admitted to Harvey's wine museum in Bristol. As its name suggests, it shows how wine is made. Housed in the 16th-century cellars, it features articles used in wine making, serving and drinking.

Many of the museums, however, feature the region's industrial heritage. Bristol's Industrial History Museum takes a look at the city's aeronautics as well as maritime traditions, with replica plane engines and a Concorde mock-up taking pride of place. A walk past a shunting engine and steam driven crane will take pupils from the museum to the SS Great Britain, docked nearby. The world's first ocean-going propeller driven iron ship, designed and built by Bristol and launched from Bristol, is being restored to her former glory.

As expected, museums in South Wales specialise in mining (such as the Cefn Coed site in Neath) and tinplate making, reflected at the Kidwelly Tinplate Heritage Centre where the handmade tinplate manufacturing process is recreated.

While the South Wallans depended upon mining, slate quarrying was North Wales' dominant industry. Amongst the many slate museums is the Dinorwic Quarry Workshop, Llanberis, an offshoot of the national Museum of Wales. Traditional machinery, plus a giant water wheel which used to power the quarry, are on display and pupils can see demonstrations of slate crafting and splitting techniques.

Contact addresses:

- Roman Baths Museum, Pump Room, Bath. Tel: 0225 61111.
- Caerleon Museum, Caerleon, Gwent. Tel: 0633 422518
- Segontium Roman Fort Museum, Caernarfon, Gwynedd. Tel: 0286 5623
- Caernarfon Castle, Caernarfon, Gwynedd. Tel: 0286 3094
- Beaumaris Castle, Beaumaris, Anglesey. Tel: 0248 810361
- Castell Coch, Tongwyddale, Cardiff. Tel: 0222 810101
- The Boathouse, Dylan's Walk, Laugharne, Dyfed. Tel: 099421 420
- The Museum of Childhood, 1, Castle Street, Beaumaris, Anglesey. Tel: 0248 810448
- The Romany Museum, Commons Road, Pembroke, Dyfed. Tel: 0646 681308
- Harvey's Wine Museum, 12, Deanmark Street, Bristol. Tel: 0272 277681
- SS Great Britain, Great Western Dock, Gas Ferry Road, Bristol. Tel: 0272 20680
- Cefn Coed Museum, Blaenau Colliery, Neath, West Glamorgan. Tel: 0639 750536
- Tinplate Heritage Centre, Laugharne, Neath, Dyfed. Tel: 054 891078
- Dinorwic Slate Quarry Workshops, Llanberis, Gwynedd. Tel: 0286 670630

Jola Smith

EXTRA

The Sandford Award for Heritage Education 1985

Lampport Hall

Situated a few miles north of Northampton and a short distance from Kettering, Lampport Hall was opened in 1983 and is a joint venture between the I.E.A. and the Lampport Hall Trust. A full-time seconded teacher runs the study centre throughout the school year and there is a fully-equipped classroom seating up to 35 children.

Lampport Hall has had a steady stream of visitors since its opening. The study centre caters for environmental studies as well as history, and for college students as well as school parties.

The Hall was the home of the Isham family from 1500 until 1976. The present house is mainly 17th and 18th century and the south-west front is a rare example of the work of John Webb, built in 1655 with wings added in 1730-40. Sir Thomas Isham, third Baronet, bought many of the fine art treasures, furniture and china, while on his Grand Tours in Italy. His diary, written while he was a boy, gives a most interesting picture of 17th-century life. The first Alpine garden in England was established by the tenth Baronet.

Sir Giles Isham, twelfth Baronet, restored the hall to its former glory after the Second World War and in 1974 formed the Lampport Hall Trust. On his death in 1976 he left the Hall and estate to the Trust to "promote historic and aesthetic education".

Many activities are possible, from architectural studies, nature trail and village trail (this is a fine example of a 19th-century estate village) to the Isham chapel in the 12th-century church (brass rubbing) and the splendid farming museum.

Because children can touch items, look inside clocks, cabinet drawers, listen and smell they can develop a direct link with the past as people lived in the Hall. School parties can visit dressed in period costume and some can be borrowed from the study centre. It is well-equipped with paints, paper, drawing, measuring and surveying instruments, reference books and maps all freely available.

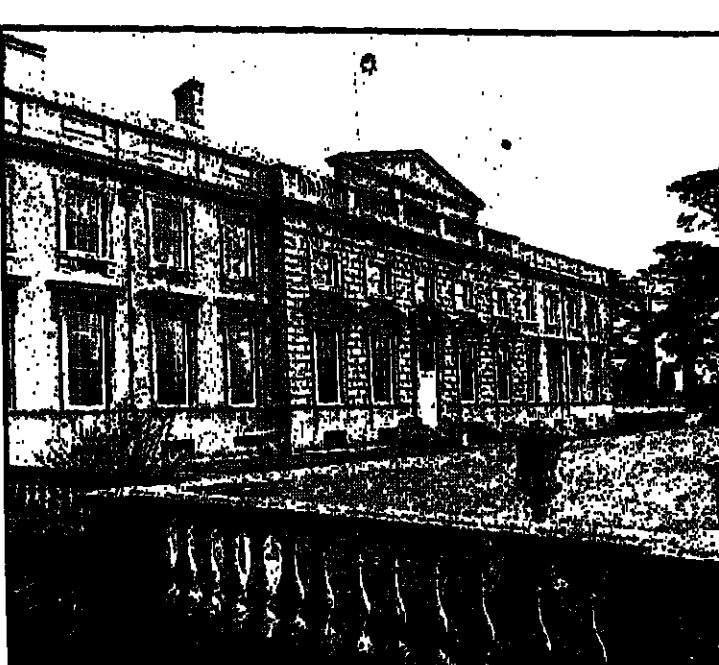
The gardens include many 17th-century features such as terraces, a kitchen garden and a cock-fighting pit. Besides the Alpine garden there are yew-lined walks, an Italian-style garden, a box-bower and a picnic area.

A free study pack is available with booklets on a variety of subjects for study, census figures, maps, the Isham Diary and an ideas sheet. Preliminary visits by the teacher are necessary to select the right approach for the class on the advice of the Education Officer.

Admission to the Hall was 60p per child (Northants L.E.A. 40p) in 1985. Visits to other parts of Lampport free of charge. Contact Heather Tyrrell, Lampport Study Centre, Lampport Hall, Northampton NN8 9HB Tel. Maidwell 081-128 608.

Lampport Hall is near the battlefield of Naseby, the famous Saxon church of Brighthelm, and Elford Reservoir. Contact the Rockingham Forest Tourist Association, Civic Centre, George Street, Corby, Northants NN17 1QB for more information about the area.

Bryan Waites



The gardens include many 17th century features

Kid's stuff

Kids' Britain By Betty Jermain. Pan Books. £2.95. Here is a book that makes ordered sense of the multitude of "outings" in Britain for children, families and school groups. Betty Jermain's guide is far from a dry gazetteer: the text sparkles with an enthusiasm for discovery.

After a lively tour of the regions (excluding Greater London, covered in the companion volume, *Kids' London*) offering plenty of exciting ideas for school and family visits, Part II looks at activities specifically designed for children. "What I would rather think of as fun, but backed by careful thinking of what children can take in at different ages", Betty Jermain writes. This section (which does include London) deals with museums and art galleries, theatre, film, music, family festivals, sport, Christmas lectures, "play spaces", libraries, opportunities for handicapped children and a round-up of organizations geared towards activities for children. Part III looks at activity holidays for children "going it alone".

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General

DON'T BOOK YOUR SCHOOL VISIT, TOUR, OUTING OR HOLIDAY

without first consulting our reference book. Available from booksellers (including W. H. Smith, John Menzies, Foyles, Foyles Educational, Dillons) or through library suppliers everywhere "SCHOOL VISITS, TOURS, OUTINGS AND HOLIDAYS, A GUIDE". 310 pages packed with information. Comments on the publication so far include:

"This 300 page guide is a veritable treasure house of information, not only giving details of Field Centres, Museums, Castles and other places of interest, but also includes chapters on accommodation, organisations concerned with school travel, the law and health, money matters, insurance and general information about the practical and educational aspects of booking groups on visits, both at home and abroad. I can recommend it to readers as a guide that ought to be in every school which is active in school visits." Environmental Education

To: DOMINO BOOKS LTD Homeric House, Mount Pleasant, Douglas, Isle of Man. Tel: 0624 622872. Please send me copy/copies of 'School Visits, Tours, Outings and Holidays, A Guide' (1985/6 ed.) @ £8.95+£1.45 (post/packing) per copy.

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Slay power station

Watts from water

Making watts from water is what hydro-electric power schemes are all about. The process of generating electricity from a renewable resource such as water is made much easier for pupils to understand by arranging a class visit to a hydro-electric power station. Freddock, Gas Ferry Road, Bristol. Tel: 0272 20680

At Cruachan, for example, the children are taken on hydro-board minibuses through a spectacular 1.6 kilometre-long unlined tunnel deep inside Ben Cruachan. The tunnel terminates at the massive 100-metre-long and 40-metre-high machine-hall which has been built out of solid rock.

The North of Scotland Hydro-Electric Board, which controls all the h.e.p. stations in the Scottish Highlands, actively encourages school groups to visit its stations. At the larger Cruachan on Loch

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General

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The next School Visits

feature will be published on October 17th

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Janet Carroll on

01253 3000

for details.

(097)

Watts from
water continued

granite in the centre of Ben Cruachan. From the viewing gallery the youngsters can see the giant turbines which help to generate electricity from the force of water dropping down from the reservoir 400 metres above.

Back at ground-level the pupils can view an exhibition of photographs outlining the work of the hydro-board and the history of the Cruachan scheme. There is also a picnic area adjacent to the visitors' centre where the pupils can eat their packed lunches, write up their field-notes and admire the beautiful scenery surrounding Loch Awe and the nearby Pass of Brander.

At Cruachan it is also possible to visit the high-level dam 400 metres up Ben Cruachan. The visitors' centre will provide a key to open the gates which normally keep the road closed to non-hydro-board traffic.

Dams are always popular attractions with school groups. The pupils can explore the area in safety before sitting down to draw some sketches of the dam and reservoir which lie at the base of a large corrie that has carved out of the south-east face of Ben Cruachan.

Pitlochry Power Station in Perthshire has the attraction of the fish ladder which has been built into its dam in order to allow salmon returning from the sea to reach their upper-river spawning grounds. A large glass fish-observation window allows the pupils to see the passing fish at close range.

Hydro-board stations without visitors' centres can also be visited by arrangement with the hydro-board. At Sloy on Loch Lomond, for example, the resident engineers will show the pupils around the power station and then provide a key to allow the group to use the hydro-road leading to the 725-metre-long Sloy Dam.

A large car park and picnic area next to Sloy power station provides an excellent view of the station and the water-pipe which brings water down from the upper reservoir. The loch-side car park and vantage point also provides a magnificent view of the spectacular scenery surrounding the loch-side upper part of Loch Lomond.

A trip can be organized to visit several schemes on the same day. Cruachan, one of Scotland's two pump storage schemes, can be combined with a visit to the nearby conventional scheme at Sloy. Pump storage schemes differ from conventional schemes in that they have the ability to pump water back up the mountain. This is usually done at night when abundant off-peak electricity is available for use. The water pumped up to the upper reservoir is then available for use during daytime periods of peak demand.

By visiting the two schemes on the same day the differences between the two types can be examined. A pump storage scheme, because of its ability to pump water back up the mountain, doesn't need to have such a large upper reservoir or elaborate system of feeder tunnels and aqueducts.

Visits to hydro-electric power stations have many practical learning advantages for the pupils. They can see at first hand the various installations necessary for h.e.p. production as well as the type of environments required for this type of power station. The class will also have the opportunity to assess the impact that such schemes have on the beauty and amenity of an area.

Debates can be arranged back at the classroom with the pupils discussing their views on whether the schemes are eyesores which destroy the natural beauty of the areas concerned, or whether the hydro-board has provided vital supplies of cheap electricity without disrupting the countryside.

Follow-up lessons can take the form of a mock enquiry into the possibility of building a new scheme in an area of outstanding natural beauty. The pupils could adopt the roles of the various interest groups which would normally be involved in such an enquiry - local residents and shop owners, the tourist board, the Nature Conservancy Council and the hydro-board itself. They can assess the environmental gains and losses connected with such a scheme before deciding whether or not it should go ahead. Such role playing is always an effective way of motivating pupils to really think and care about the country.

EXTRA

Living Beamish

"Assistant wanted, 12/6 per week." My teenage children found the advertisement in the window of the Coop grocery hard to believe. Stocked with Heinz baked beans at 8d, tinned soup at 6d and an intriguing array of other old-fashioned tins and packets, it was a typical 1920s shop. Inside, polished wooden counters and glass-fronted cupboards gleamed.

Next door were a clothes shop (lace evening dresses £1, bowler hats 7/6) and an ironmongers displaying an intriguing selection of utensils including a carpet-beater (1/9).

Transported brick by brick from Rochdale, the shops are the latest addition to the fascinating recreation of the recent past at the Beamish North of England Open Air Museum, near Newcastle-upon-Tyne.

In the 1960s, saddened that many aspects of town and country life were being swept away by modern developments, the curator of Barnard Castle, Frank Atkinson, began collecting redundant industrial "junk" as a hobby.

When Beamish Hall and its large estate were acquired by the local authority, he was able to start using it

to create a living museum. Now, spread around an attractive hillside bowl, the exhibits are steadily developing. At present, work is concentrated on the 1910 colliery where visitors can already walk deep into a seam under the hillside.

Meanwhile, a farm, terrace of miners' cottages, tramway and station (with a regular steam train service) all provoke wonderful nostalgia for adults old enough to remember pre-decimal money, stone hot-water bottles and mangles for wringing out the washing; and for children, they provide a vivid insight into how much easier life has become in the last few decades.

Beamish North of England Open Air Museum, Beamish, Nr. Stanley, Co. Durham DH9 0RG. Tel: 0207 381811. Admission: April to mid-September, adults £2.50; children £1.50 or £1 booked in advance; mid-September to March, £1.50; £1 or 60p; one teacher admitted free with every 10 children. A classroom for 25 can be booked in advance for £3 per half-day. Worksheets (5p) and an Activity Guide (60p) are available.

Gillian Thomas

Scotland-Area Four



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OF POWER

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- two exhibitions with
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Cruachan is a power station built into the heart of a mountain. Tours throughout the day take visitors down the tunnel to see the underground power house while at ground level the Visitors' Centre offers an eye-catching informative exhibition - plus there is an ideal picnic spot on the banks of Loch Awe.

Open late March till late October
Pitlochry 0793 3162
Cruachan 085 62 673

Remedial and Special
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Heads of Department

WILTSHIRE

DEVIZES SCHOOL

Headmaster: D. J. W.
Williams, M.A.

(11-18 mixed
comprehensive: 1400 on
roll)

Required for Autumn
Term, 1986 a suitably qualified
and experienced teacher
of SPECIAL NEEDS
(Scale 1) to develop the
school policy based on the
organization of withdrawal
and individualized learning
support within the
mainstream curriculum.
The post includes overall
responsibility for the
school's special needs
policy. Willingness to
contribute to the school's
pastoral programme is
essential.

The school serves an
attractive market town and
the surrounding area. It is
a day school with a large
playground, a library, a
gym, a hall, a canteen, a
sports field, a swimming
pool, a tennis court and
a cricket ground.

Further details and forms
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Headmaster (REF: 55). De-
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There is a special unit for
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Scale 2 Posts and above

AVONCOUNCIL

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Geography

Heads of Department

NORTHUMBERLAND

ASTLEY COUNTY HIGH SCHOOL

Slack, Ave., Seaton Delaval, Whitby, York, YO21 2AA

Group 10.13 - 16

Comprehensive, 655 pupils

Head of Geography

Required from September 1986

Removal expenses and lodging allowance may be payable

For application forms, send a photocopy to above address to which forms should be returned within 14 days. 132618 (17005)

Scale 1 Posts

BEDFORDSHIRE

SOUTHERN AREA

CHALMERS BOYS' HIGH SCHOOL

Stamford Road, Luton, Beds, LU1 1JH

Required for April 1986, a Geography teacher, Scale 1 to teach in care curriculum subject across the ability range up to CSE 1 level available.

Application forms and further particulars obtainable from the Headmaster at the school. Closing date 14th March 1986. 132622 (16458)

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KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

GRAMMAR SCHOOL

Ramsgate, Kent, TN11 8JH

670 boys, 6th Form - 200

Geography graduates to teach

in the school, including 6th Form

Application forms and further

particulars obtainable from the

Headmaster at the school. Closing

date 14th March 1986. 132622

(17046)

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Home Economics

Heads of Department

ENFIELD

LONDON BOROUGH OF

ENFIELD

Enfield, London, EN1 3JH

Head of Home Economics

Required from September 1986

Application forms and further

particulars obtainable from the

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WILTSHIRE

THE CORHAM SCHOOL

Corham, Wiltshire, SN1 1JH

Head of Home Economics

Required from September 1986

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Chlorine

SUMMER TEACHING JOBS IN AMERICA: work on American childrens' camps, mid-June to end August; see ad under 'Holidays and Accommodation'. (94235) 460000

UNITED ARAB EMIRATES
Should I Get A-Z of Essential Information for successful living and working in a Muslim country.
£3.75 inc. p & p from Pegasus Press, 33 Broom Close, Eastleigh, Hants. PO15 1AA

ODA OVERSEAS DEVELOPMENT
Britain helping nations to help themselves

Grandmet International Service

A tax-free salary is offered, paid in Saudi Riyals, (this is currently equivalent to £18,000 Sterling per annum at exchange rate SR 8.2 used), together with a range of generous benefits including free single status accommodation, 49 days' holiday and two free return flights to the UK.

Applications, including c.v. and names of two confidential
sources, best posted express to be sent to
Headmaster
United World College of the Adriatic
Via Trieste, 29
4013 Duino (TS)
ITALY

WA Webb Whitley Associates Limited

Gabbitas-Thring

 Application forms and further details can be obtained by sending a **LARGE** stamped addressed envelope to Department M, 6b Eccleston Gardens, 81 Helens Way W10 3BN. Closing date 14 March 1988. PACES Registered teachers considered automatically.

Interviews in London mid-May. Spanish Social Security
Own salary scale. Two-year contract renewable.
Write for details and application forms to Headmaster:
Calle Tel-Arqa, 9, 98002, Madrid, Spain. Tel: 010-34-1-
4572327.

Application forms and further particulars may be obtained from the Chief Education Officer, Education Department, P.O. Box 61, County Hall, Preston PR1 8RJ, to whom completed application forms should be returned quoting A1110/1/PJ. (SAE please).

Closing date: 17th March, 1986.

APPLICATION FORMS AND FURTHER DETAILS FROM CHIEF EDUCATION OFFICER, EDUCATION DEPARTMENT, TEACHERS DIVISION, PO BOX 87, LEOPOLD STREET, SHEFFIELD S1 1PJ. CLOSING DATE 21ST MARCH.

City of Sheffield
An Equal Opportunity Employer

PERSONAL COLUMN

Remember William Tyndale? Nobody has commented on the fact, but 1986 marks the tenth anniversary of the publication of the public inquiry's report (known as the Auld Report after its chairman, Robin Auld, QC) into the unhappy affairs of that school. It was commended at the time not only for being almost as good a read as a summer holiday detective story, but also for containing the best current clarification of the law of education in relation to the respective powers and duties of local education authorities, heads and governing bodies.

So, being troubled about these issues on at least three different fronts at the moment, I have taken my copy down from the shelf. It has not spoiled over the years.

The first affair of the moment to which the Auld Report is clearly relevant is the latest Education Bill. Auld's final paragraph pointed to what he seems to have seen as a flaw in the status quo. If there was a breakdown in the relationship between the teaching staff and the governors of a particular school, he said, then the Rules of Management (now called the Articles of Government) should guide people's behaviour. "They will only do so, however, if they spell out in clear terms the respective areas of responsibility of the various parties concerned in the conduct of the school."

Does the new Bill spell these matters out in clear terms? Having read the relevant clauses a number of times, they seem to me both unclear and contradictory.

The conduct of a school, says the Bill, is to be "under the direction of the governing body". Right. Except, and here comes the rub, where the articles (not yet prepared) or any other part of the Act indicates otherwise. On curriculum, matters become even more ambiguous. The l.e.a. is to determine its curricular policy. The governors should then, if they want to, "modify" that policy. They should then consider what the aims of the curriculum should be. (A curious order with the aims tacked on at the end.)

The head then has a go. He/she is responsible for "the determination and organization" of the curriculum. Never mind that two other groups of people have already been determining it; the head's duty now is to ensure that the curriculum is



ANNE SOFER

Draft evasion

There is little point laying down who determines the curriculum when there is no education going on

"compatible with the policy of the authority, or where it is incompatible with that policy, with the policy of the governing body". An invidious choice!

On discipline, too, the head is to be put in a quandary. "The standard of behaviour which is to be regarded as acceptable at the school is to be determined by the head-teacher, so far as it is not determined by the governing body." Two sets of rules apparently, "governors' rules" and "head's rules": canny pupils can take their pick.

In fact, the whole section seems almost deliberately designed to set up conflict and argument, and to waste countless hours in overlapping and multifarious committees working out whose curriculum document takes precedence. The prospect is appalling.

It is hard to know quite how this has happened. Maybe the draughtsmen in the DES spent too long on the task. At least this was not the mistake made in the creation of a totally independent ILEA Inspectorate.

This idea burst upon an astonished world only a few weeks ago and was rushed to committee earlier this month. Frances Morrell, the ILEA leader, remarked that she found the hastily prepared document difficult to understand and ambiguous. She dictated there and then an overriding rubric: that whatever the report might appear to say, the prime duty of the ILEA's Chief Inspector was henceforth to advise the

authority on the quality of education, and he was no longer to be responsible through the education officer.

There is an interesting theory behind this. It is that those actually delivering a service cannot be fair judges of its quality. The objectivity of inspectors must be ensured therefore by removing them from any responsibility for delivery, or any accountability to the administration. Members of the authority are thus to have two parallel bureaucracies, one to run the service and the other to tell them where it's going wrong. It is not a job that any of the existing inspectors applied for, and it also leaves the administration without professional advice.

In these uncharted waters I referred again to Auld, who confirmed that this is indeed a significant change. "The Authority's Inspectorate, in common with the inspectorates of most other local education authorities, does not regard its prime function as being the inspection or checking of the quality of education being provided in the Authority's schools. The Inspectorate sees its main role as being the giving of advice and support to the teachers in the schools."

Indeed, one of the main criticisms was that there was not sufficient "advice and support" in this instance. We are, on ILEA, carelessly opening a huge gap and creating even more muddle.

If I were an ordinary parent or voter

looking in on the deliberations of the politicians and parliamentary draughtsmen at the moment, at the shifting of demarcations and re-writing of job descriptions, I might be inclined to be bitter. For there is very little point laying down who determines the curriculum, or sets the school rules, when there is no education going on and no children in school. Peter Snape of the Secondary Heads' Association said last Friday that what we were looking at in inner London was now being described as the "collapse of state education". He is right. What guidance has the Auld Report for us over this? Who is responsible for seeing the children are educated?

There is no doubt about it. It is the l.e.a. See Auld, paragraph 881.

"As the Inquiry has demonstrated, a school can go to pieces in well under a year. It is quite wrong (for the Authority) to allow its apprehension of possible reaction from pressure groups to deter it from taking a course which it considers is necessary for a school . . . The Authority's first duty is to act in the best interests of the children for whose education it is responsible."

But, you will protest, we are in wholly different and unprecedented circumstances. Maybe. But it is worth remembering that the "pressure group" to which Mr Auld obligingly referred was the North London Teachers' Association, which was the ideological foe-bear of the present Inner London Teachers' Association now so effectively closing the majority of secondary schools in inner London. This is seen as a fight between the NUT and Sir Keith Joseph—and, so, in large part it is. But Auld reminds us that legally it is local education authority members who are in the firing line.

NEXT WEEK

What is normal?
Peter Smith asks how normal working can be resumed before the ACAS talks have begun

Greek and Latin
Keith McCulloch makes a critical survey of O and A level textbooks
Extra computers in education

NOTICEBOARD

PEOPLE...

Mr David O'Grady, deputy head of St Mary's RC primary school, Derby, becomes head of the Chellaston Junior school, Derby, from April.
Mr Michael Buckley, director of the Language Teachers Centre at the University of York, has been elected chairman of the British Association for Language Teaching.
Mr Mike Calvert of Fearnhill School, Leicestershire, has been appointed to the Thomas Nelson Fellowship at the Language Teaching Centre, University of York.
Mr Michael Emm, head of Archbishop Islley RC school, Birmingham, has been elected general secretary of the Catholic Teachers' Federation.

CONFERENCES...

March 8
Thames Association for Early Education is holding a half-day conference at the Essex Institute of Higher Education, Sawyers Hall, Lane, Brentwood, on *Sexual abuse and the young child*. Speaker Mr Peter Crowley. Fee £3. Details from Mrs Hilary Bates at the Essex Institute of HE.
March 14
Appraisal in schools and colleges: the way forward—a BEMAS conference at Crawe and Alsager College of Higher Education. Speakers include Mr David Trothowan and Mr David Shyn. Fee £12.50 (members £10). Details from R Cooper, Head of Education, Management, Crawe and Alsager College of Higher Education, Crawe, Cheshire.

College of Higher Education, Crawe, Cheshire.

March 15
Better schooling—fourth annual conference of combined Surrey, Berkshire and Hampshire NAPE at Edgeborough School, Crowthorne, Berkshire. Speakers include Roy Stone and Roger Coles. Details from Dave Morton, North East Hampshire Teachers' Centre, St Alban's Hall, Lynchford Road, Farnborough, Hants.

March 17
The College Company: ensuring that your college obtains maximum benefit from the 1985 Further Education Act—a Coventry Consortium Picture conference at the University of Warwick. Fee £60. Details from Carolyn Hall, Coventry Consortium, Coventry Lanchester Polytechnic, Priory Street, Coventry CV1 5FB.

March 24-25

Two-day conference to explore l.e.a. and school dimensions of current schemes for delegated school finance. Speakers Derek Esp, Walter Dore and Brian Knight. Fee £25 (£25 non-resident). Details from Mr R Cooper, Crawe and Alsager College of Higher Education, Hessel Road, Alsager, Stoke-on-Trent.

April 5-6

The search for jobs and the new vocationalism: the implications for change in the educational services—a weekend conference at the University of York. Details from Bob Coles, Institute for Research in the Social Sciences, University of York, YO1 5DD.

EVENTS...

From March 10

Full Fathom Five, a new play by Simon Bent, goes on tour with the National Theatre education department and Shape, an organization working for greater access to the arts for people with disabilities and special needs. The play will be seen in centres for people with physical disabilities and those recovering from mental illness. Details from The Education Department, National Theatre, Upper Ground, London SE1 9PX.

March 12 and 20

Two junior events at The Poetry Society, 21 Earls Court Square, London SW5 9DE. On March 12 children aged 8-11 are invited to hear Adrian Mitchell read from Nothings Day, and on March 20, there will be a poetry reading for secondary school students with Mick Gower.

National Festival of Music for Youth

Full details of regional auditions taking place on March 1-17 in 20 centres throughout England and Wales are available from Music for Youth, 23a Kings Road, London SW3 4RP. 01-730 2628. More than 20,000 young musicians will appear from whom 500 will be selected to appear at the National Festival for Music for Youth at the South Bank Centre, London, on July 9, 10, 11 and 12.

National Association of Governors and Managers

Regional training days for school governors will be held in Cardiff on March 6, Exeter on March 15, and London on March 22. Details from the NAGM, 10 Brookfield Park, London NW6 1ER enclosing an s.a.s.

Newsam) on May 10, and Manchester on June 7. Details from NAGM, 10 Brookfield Park, London NW6 1ER enclosing an s.a.s.

March 18
How Burnham works (or doesn't) is the title of a lecture to be given by Rene Saran at Harrow Teachers' Centre, 6.30-8pm. Registration from 6pm. Tickets are available from Elsa Davies, Head, Whitehall School, Cowley Road, Uxbridge, Middlesex, UB8 3AD.

March 19

British Association of Social Workers meeting on *The management of child abuse* at County Hall, London SE1. From 6pm. Speaker Mr Jim McHugh. Details from David Brockman, 51b Lyndhurst Grove, London SE15 5AN.

COURSES...

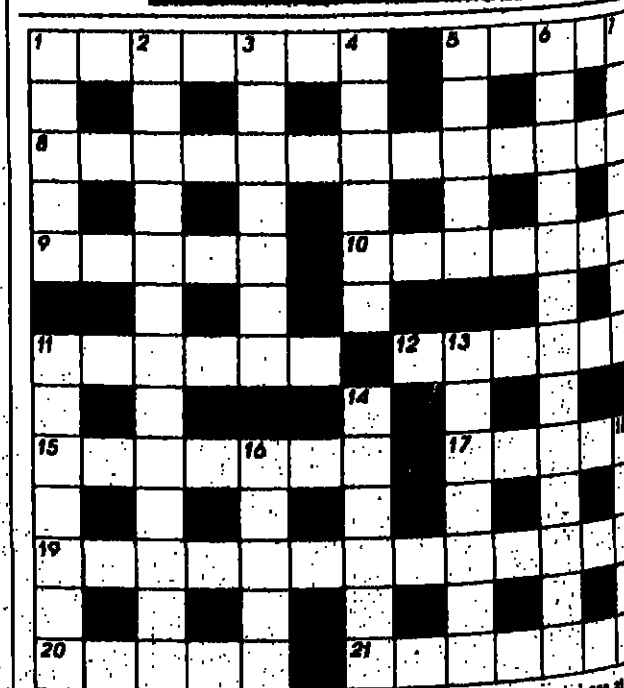
March 21-22

Day course for teachers and parents on the remediation of reading and spelling problems with James Stevenson, Juliet Jamieson and Claire Coates at Swedeholm House, 20/21 Bloomsbury Way, London WC1A 2TH. To introduce the Spotlight on spelling assessment and teaching programme. Fee £25. Details from Alphabets Books, PO Box 75, Colchester CO3 4JS.

March 22

Writing for education seminar for teachers intending to publish educational material, organized jointly by Cambridge Seminars and Jomqui Publishing at 4 Newnham Way, Cambridge CB4 1XK. Fee £37.95. Topics covered include finding a publisher, copyright and royalties. Details from the above address.

No 243 CROSSWORD by Rufus



Across

- 1 Somebody incompetent (7)
- 2 Small spirit within (3)
- 3 Perpetually produced by master baron's concoction (13)
- 4 Slip off for the match (5)
- 5 Time to begin growling or a night to celebrate (7)
- 6 Stalk around at home like a dog (6)
- 7 Oils go into North-east dwellings (6)
- 8 Got on in forth, being energetic (2, 3, 2)
- 9 It flew at the end of three months (5)
- 10 Marksmen who have a mischievous aim (8-5)

Down

- 1 A nice change to be with an Eastern relative (5)
- 2 It was a question of life or death in play (2, 2, 2, 3, 2, 2)
- 3 Bearing out what one would be rude to do (5, 2)
- 4 Performs a new agent (6)
- 5 Follows a disdiction, old (3)
- 6 Subject to no changes (4, 4, 5)
- 7 Cuts on chest used treatment (7)
- 8 Gets over life's but

ry am? Not very well (5)

21 Commonly leader is a shining capital (7)

13 Panded one on the party, we hear (7)

14 The mag, which a post card headed left (6)

16 A record of the papers in the bank (5)

18 Dismal, what soundly built (7)

Solution to Puzzle No 242

Across: 1. Incompetent (7) 2. Gnome (3) 3. Perpetually produced by master baron's concoction (13) 4. Slip off for the match (5) 5. Time to begin growling or a night to celebrate (7) 6. Stalk around at home like a dog (6) 7. Oils go into North-east dwellings (6) 8. Got on in forth, being energetic (2, 3, 2) 9. It flew at the end of three months (5) 10. Marksmen who have a mischievous aim (8-5)